# DOCUMENT RESUME

ED 077 623 RC 007 049

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| AUTHOR | Rocha, Joseph R. |
| TITLE | Mexican-Americans in Government: A Study of Attitudinal Differentiations Within the Mexican-American Community in the Implementation of Action Programs to Incorporate Mexican-Americans into the Planning Process. |
| PUB DATE | Jan 72 |
| NOTE | 173p.; Masters Thesis, Fresno State College, California |
| EDRS PRICE | MF-$0.65 HC-$6.58 |
| DESCRIPTORS | Citizen Participation; *Community Attitudes; Community Involvement; Federal Programs; Group Norms; *Masters Theses; *Mexican Americans; *Policy Formation; *Program Planning; Public Opinion |

ABSTRACT

The purpose of this study was to determine attitudinal differentiations within the Mexican American community's leadership in the implementation of effective programs to incorporate Mexican Americans into the general planning process and, more specifically, into governmental planning offices. The thesis tested was that Mexican American involvement in the planning process was necessary if effective programs involving that community were to be implemented. Fifty persons whose names were drawn selectively from Mexican American organizations were interviewed. Fifty-two percent of the individuals responded that the Office of Economic Opportunity was a desirable identifier of the Mexican American community's goals and values. The Concentrated Employment Program, as an example of government help for the Mexican American community, received an affirmative response from 96% of the interviewees. Approximately 76% of the interviewees gave affirmative responses to the question of citizen participation as an effective means for injecting values and goals of the community into the planning process. Additional findings referred to an opinion survey on support and promotion of governmental programs. Appendices included questionnaire and figures. An annotated bibliography ended the document. (HBC)

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# MEXICAN-AMERICANS IN GOVERNMENT: A STUDY OF ATTITUDINAL DIFFERENTIATIONS WITHIN THE MEXICAN-AMERICAN COMMUNITY IN THE IMPLEMENTATION OF ACTION PROGRAMS TO INCORPORATE MEXICAN-AMERICANS INTO THE PLANNING PROCESS

by

Joseph R. Rocha

A thesis
submitted in partial
fulfillment of the requirements for the degree of
Master of City and Regional Planning
in the School of Social Sciences
Fresno State College
January, 1972

RC 007 049

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# ACKNOWLEDGMENTS

I would like to express thanks to Wayne Merchen, Max Franc, and Sam Franklin, who were on my thesis committee, for their valuable assistance and cooperation.

Special thanks go to Pedro Garcia and James Williams, community development specialists for the University of California at Santa Cruz Extension. Their assistance and cooperation were essential to my project.

A very special note of appreciation goes to Jeanne Clark, whose diligent and accurate typing helped to relieve the anxieties of the writer.

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# CHAPTER I

# STATEMENT OF THE PROBLEM AND THE PURPOSE OF THE STUDY

## Introduction

Chapter I provides background information and a statement of the problem of the thesis. It points out the significance of the problem and need for an investigation to determine attitudinal differentiations within the Mexican-American community's leadership in the implementation of effective programs to incorporate Mexican-Americans into the planning process. In addition, this chapter sets out the specific purpose and scope of the investigation embarked upon for this thesis. It also includes a definition of terms that are used in the thesis in an unusual or restricted manner. The last section of this chapter gives a brief preview of the organization of the remainder of the thesis.

## Statement of the Problem

Many advocate planners have stated that more Mexican-Americans should be involved in the pre-planning of social action programs that affect the Mexican-American community. The same advocate planners have stated that social action programs for the purpose of involving ethnic and minority groups in the governmental planning process are themselves influenced by today's tendencies toward polarization. Exploration and discussion of existing social action programs, determination of community attitudes toward them, and the recommendation of ways to facilitate participation by Mexican-American citizens should produce results of interest to all who are concerned about the critical need for community-wide citizen participation and leadership input into the planning process in the San Joaquin Valley, the state of California, and the nation.

In summary, then, the essential problem was to determine community attitudes toward existing programs, to identify and recommend new courses of action to reduce present political polarization of leadership in both the Anglo-American and Mexican-American communities, and to suggest how increased involvement of Mexican-Americans in the planning process may be achieved.

## Purpose and Scope of the Study

The purpose of this study was to determine attitudinal differentiations within the Mexican-American community's leadership in the implementation of effective programs to incorporate Mexican-Americans into the planning process generally and, more specifically, into governmental planning offices. In addition to exploring the aforementioned problem area, this thesis tested the following hypothesis: The involvement of Mexican-Americans in the planning process is necessary if effective programs to involve the Mexican-American community are to be implemented. This study was thus confined in scope to an investigation of attitudinal differentiations by means of personal interviews of Mexican-American community leaders and a complete survey of the relevant literature. The interviews first attempted to elicit evaluations of the effectiveness of current governmental programs which have been implemented to ameliorate some of the social, economic, and political problems which exist within the Mexican-American community. Once this was accomplished, the interviewer attempted to probe into reactions and possible attitude changes of the respondents. The results of this investigation were tabulated and implications drawn as they pertained to the Mexican-American community in general and to the advocate planner in particular. In light of these results, general approaches are recommended and specific programs set forth.

## Definition of Terms Used

The following are definitions of those terms that are used in this thesis in a usual or restricted manner:

Mexican-American. A person who is of Mexican descent and who is a native or inhabitant of the southwestern United States.

Leader. A person who has commanding authority or influence. Also, an elected and/or influencial member of a community with a heroic or charismatic character, exercising social, economic, or political power with a minimum of formal constitutional restraints, and characterized generally by an extreme use of claims to be above narrow class or group interests.

Anglo-American. A person who is a native or inhabitant of the United States, who speaks English as a first language, and who identifies himself as an Anglo-American.

*Planning*. A process orientated toward the solving of community problems through the preparation of physical, economic, and social development programs. Also, planning is a process "fraught with value considerations as well as considerations of the relationship between planning as a process of rational calculation on one hand and the interplay of social forces on the other."[1] In the words of Eckstein, the purpose of planning is to "rationalize the activities on which planning is imposed; to make subject to calculation what was previously left to chance; to organize what was previously unorganized; to replace spontaneous adjustment with deliberate control."[2]

*Chicano Power*. There has been a difference of opinion concerning the meaning of "Chicano Power." ("Mexican" is an unacceptable term among Chicano Power advocates.) Some critics have viewed "Chicano Power" as meaning an overthrow of the Anglo-American power structure and have, therefore, interpreted it as being a separatist or racist doctrine. Others have viewed it as a concept of self-help whereby the Mexican-American community pools its resources (both physical and mental) for the purpose of improving its social and economic lot.

For the purpose of this study, the term "Chicano Power" is used in its theoretical sense and is discussed by the latter definition. Thus, it will be interpreted to mean the massed political, economic, emotional, and physical strength of the Mexican-American community exercised in its own interest.

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[1] Roland L. Warren, *Truth, Love, and Social Change* (Chicago: Rand McNally and Company, 1971), p. 54.

[2] Harry Eckstein, "Planning in the Health Service," in *Trends in the National Health Service*, ed. James Farndale (New York: MacMillan, 1964). Originally in Eckstein, *The English Health Service* (Cambridge: Harvard University Press, 1958).

Citizen Participation. The process by which representative members of the community acting on the best available information reach a consensus and make decisions regarding vital issues which significantly affect their lives and are able to see and control the implementation of those decisions arrived at by the group.

Hard-Core. In this study, the term "hard-core" will be used to refer to an individual's employment characteristics in an industrial community. Such characteristics include: (1) insufficient education, (2) lack of salable labor skills, and (3) inadequate motivation for seeking gainful employment. Because of these characteristics, hard-core persons generally experience long periods of unemployment.

Lower-middle class versus upper-middle class. The word "class" in these terms refers to levels of both income and education. No exact guidelines will be drawn to separate the lower and upper segments of the middle class for this thesis. Again, arbitrarily, the broad family income range from $5,000 to $15,000 a year will be termed "middle class." The range of education for members of this class will be a high school education or beyond. To distinguish the lower segment from the upper segment of this class, the neighborhood and nature of the dwelling in which the respondent lives will be used as criteria.

Urban dwelling versus rural dwelling. Recognizing that attitudinal differentiations might vary by geographic area within the Mexican-American community, the writer felt that the results of the study might indicate a difference in propensity for, and a reaction to, governmental social action programs that are connected with either the urban and/or rural Mexican-American communities in which the respondent lives.

## Organization of the Thesis

In order to give the reader greater insight into attitudinal differentiations within the Mexican-American community's leadership, Chapter II examines and reviews the literature in this area. Chapter II also briefly reviews a limited number of writings in the areas of: (1) attitudes toward governmental programs involving the Mexican-American community, (2) participation in governmental programs involving the Mexican-American community, (3) opinion survey as to who should support and promote the governmental programs in the Mexican-American community, (4) reasons for involvement and/or non-involvement in the planning stages of governmental programs, and (5) opinions concerning problems relating to the support and/or non-support of governmental programs which involve the Mexican-American community.

Chapter III then states the hypothesis which was tested in this thesis and explains its significance. Chapter III also details the objectives of the questionnaire development, questionnaire methodology, and the methodology of the study undertaken which tested the hypothesis.

One of the most important chapters in this thesis is Chapter IV. It is this chapter which presents the tabulated results of the research effort. The chapter also provides an analysis of certain general problem areas in the study.

Chapter V gives a broader interpretation of the study's findings. It also outlines the writer's observations concerning the questionnaire-interview results. To provide a broader prospective, results are interpreted from a planning viewpoint. Chapter V then provides a summary of the thesis itself and states and discusses the conclusions reached and their implications.

Chapter VI, the last chapter, provides an outline of recommendations for implementation of planning techniques to effectively involve the community in the planning process.

# CHAPTER II

# REVIEW OF THE LITERATURE

## Introduction

The purpose of Chapter II is to outline the five major areas in the thesis as they relate to the study area. The first section provides an outline of the literature on attitudes toward governmental programs involving the Mexican-American community. The second section provides an outline of the literature on participation in governmental programs involving the Mexican-American community. The third section provides an outline of the literature on opinion surveys as to who should support and promote the governmental programs in the Mexican-American community. The fourth section provides an outline of the literature on reasons for involvement and/or non-involvement in the planning stages of governmental programs. The fifth, and final, section provides an outline of the literature on opinions concerning problems relating to the support and/or non-support of governmental programs which involve the Mexican-American community.

## Attitudes Toward Governmental Programs Involving the Mexican-American Community

An analysis of available literature suggests that lower-status Mexican-Americans developed a generalized subculture "coping pattern" in their contact with official governmental programs and agencies.

For many generations, the only contact with the Anglo world beyond the employer has been with a governmental agency. Historically, this contact has nearly always been strained. Whatever the present degree of tension (and it varies from place to place and agency to agency), one must understand these contacts in order to understand the attitudes toward governmental programs involving the Mexican-American community. Generally, Mexican-Americans have made very few attempts to modify or influence the government agencies' operation. There has been a long history of recorded injustices but few cases of court challenges to authority. These few court challenges recorded do not mean that the Mexican-Americans have perceived the administration of governmental programs as just. In part, this is a result of widespread fear of authority. Challenging even a "helping" agency such as the school may bring, and has brought, criminal indictment.[3] Also, in the past the Mexican government has concerned itself with the protection of civil and social rights of Mexican-Americans. This interest by a foreign government has created an ambiguous atmosphere.[4] Governmental programs and agencies, of course, are in fact bureaucracies, and it has been cogently argued that the rationality, impersonality, and specificity of all bureaucracies in dealing with lower-income individuals in some ways exacerbate the problems they are designed to cure.[5] Problems of communicating the agency's goals and objectives are always present with lower-income clientele. These problems are aggravated, however, when the bureaucrat speaks no Spanish and the client no English. These persistent problems have been aired in the literature. Governmental programs and agencies, in addition, have the implicit coercive power of the society behind them. This also probably affects all subordinate groups. However, the Mexican-American experience shows some special qualities stemming both from the high visibility of many of the poor and from the fact that poor Mexican-Americans are often defined by Anglo-Americans in responsible positions (notably government officials) as "probably foreign." In fact, the propensity of government officials to question their legal status and their special relations with a federal agency devoted to testing citizenship form an important part of the Mexican-American's attitude toward governmental programs and agencies.[6]

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[3] Leo Grebler, The Mexican-American People: The Nation's Second Largest Minority (New York: The Free Press, 1970), p. 518.

[4] Ibid.

[5] Ibid.

The attitudes toward governmental programs involving the Mexican-American community have been affected by the various governmental efforts to interfere with Mexican-American organizational efforts. For example, various governmental agencies and officials reportedly sought to prevent political organization of Mexican-Americans in northern New Mexico in a series of incidents culminating in the so-called "Tierra Amarilla" raid in June of 1967.[7] The Alianza Federal de Mercedes, known as the "Alianza," is an organization of Mexican-Americans in New Mexico under the leadership of Reies Lopez Tigerina. Its stated goal is to improve the status of Mexican-Americans in the Southwest.[8]

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[6] Ibid., p. 519.

[7] A Report of the United States Commission on Civil Rights. Mexican-Americans, and the Administration of Justice in the Southwest, Rev. Theodore M. Hesburgh, C.S.C., chairman (Washington, D.C.: Government Printing Office, March, 1970), p. 16.

On June 3, 1967, an Alianza meeting was to be held in the town of Coyote, in the northern New Mexico county of Rio Arriba. A number of Mexican-Americans have charged that:

> Alfonso Sanches, then the district attorney for the First Judicial District of New Mexico (which includes Rio Arriba County), and other governmental officials used their power to discourage and intimidate Alianza members who planned to attend the meeting.[9]

Another example: In southern Texas, the attitudes of Mexican-Americans toward governmental officials in general and law enforcement officials in particular are more intensely hostile and fearful than in any other area of the county.[10] The following quotation illustrates the point:

> After closed meetings held in Starr County, Texas on May 25-26, 1967, the Texas State (Civil Rights) Advisory Commission found that the Texas Rangers and local governmental officials in 1966 and 1967 had harassed members of the U.F.W.O.C. seeking to organize Mexican-American farm workers in Starr County.[11]

The examples could continue, but the point has been made that, historically, Mexican-American contact with governmental agencies, personnel, and officials has nearly always been strained.

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[8] Ibid.

[9] John Nabokor, "Reflections on the Alianza," The New Mexico Quarterly (Winter, 1968), 343.

[10] Hesburgh, Op. Cit., p. 16.

[11] Ibid.

## Participation in Governmental Programs Involving the Mexican-American Community

One analysis shows that automation is not the only menace for the potential participation in governmental programs of Mexican-Americans.[12] Another related problem is job discrimination in governmental programs and agencies. Attorney Carlos F. Borja, Jr., President of the Council of Mexican-American Affairs, in his speech before the Regional Conference on Equal Employment Opportunities in Los Angeles on November 14, 1963, pointed out that, in many cases, the worst economic disadvantage that a Mexican-American faces today is not prejudice based on his racial or ethnic background, but it is his lack of preparation and willingness to participate in governmental programs involving the Mexican-American community.[13] Also, Dionicio Morales, in his presentation, The Need for a Social Agency to Serve the Mexican-American Community, pointed out that employment usually becomes an immediate problem primarily due to the bi-cultural and bilingual barrier the Mexican-Americans generally face.

Often the Mexican-American's lack of preparation can, in large part, be traced to a bilingual environment which has interfered with his attempts to adjust in American society. One should understand that this is not a reflection on the Spanish-speaking culture, but it is merely an immediate and practical reflection upon the difficulties of a person trying to exist in two cultures. In one culture in which he resides, he speaks one language, but he is forced to earn his living by mastering fluently another language. In California, until very recently, the absence of a compensatory educational program directed toward the solving of this particular problem contributed to the cultural deprivation of the Mexican-American. The problem of language and education must, therefore, be solved before the position of the Mexican-American in governmental programs can be expected to improve greatly.[14] The same source also indicates that there has been no change in the past several years of such magnitude that Mexican-Americans now have an occupational position comparable to that enjoyed by California Anglo-American citizens.[15]

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[12] Transcript of Proceedings of the Assembly Interim Subcommittee on Special Employment Problems of the Assembly Interim Committee and Industrial Relations, Hon. Alfred H. Long, chairman (Washington, D.C.: Government Printing Office, 1964), p. 86.

[13] Ibid.

For the state of California, job discrimination and the non-participation in government of Mexican-Americans results in increased monetary, social, and psychological costs. Gary S. Becker in his book The Economics of Discrimination pointed out that higher direct costs are borne by firms which reject efficient minority personnel in favor of less experienced Anglo-American employees.[16] This is also true when a Mexican-American is discriminated against. Direct or indirect discrimination against any group reinforces patterns of psycho-social malfunction in and among those who discriminate, as well as among those against whom it is directed. In another study (this time by Louis A. Zurcher from the University of Arizona), it was shown that value orientation, as components of both formal organization and individual personality, were central to the dynamics of organizational behavior.[17]

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[14] Ibid., p. 87.

[15] Ibid.

[16] Gary Becker, The Employment Economics of Discrimination (Chicago: University of Chicago Press, 1957), p. 66-71.

The hypothesis that the Mexican-American group was more alienated from work than the Anglo-American group was not supported. The Mexican-American group was not significantly (beyond the .05 probability level) more alienated than the Anglo-American with its employment environment.[18] Also pointed out in the same study was that alienation was significantly and positively correlated with particularism, and significantly and negatively correlated with longevity, position level, satisfaction with position, and plans to continue working in the position.[19]

According to Zurcher, the influence of value orientations, as components both of organization and personality, has largely been overlooked in considerations of the "fusion" between individual (in this case, Mexican-Americans) and governmental organizations. "These value structures, their sources, points of conflict, and their effects on behavioral expectations are an important part of the dynamics of organizational behavior."[20] In essence, this article by Zurcher attempted to measure the impact of conflict concerning one value orientation, and to analyze its influence on organizational expectations and occupational success.

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[17] Louis A. Zurcher, "Value Orientation, Role Conflict, and Alienation from Work: A Cross-Cultural Study," American Sociological Review, XXX (1965), 539-548.

[18] *Ibid.*, p. 544.

[19] *Ibid.*

[20] *Ibid.*, p. 548.

In yet another study, the United States Commission on Civil Rights pointed out that, in the opinion of Mexican-Americans, fear and distrust toward governmental programs in general and law enforcement agencies in particular could be reduced by increasing the number of Mexican-American personnel at the responsible, policy-making level.[21] For example, the director of public safety for the city of Las Cruces, New Mexico, a Mexican-American, stressed the importance of placing Mexican-American personnel at many levels of responsibility within the government to secure the trust and confidence of the Mexican-American community.[22] He pointed out that, in Albuquerque, New Mexico, too few Mexican-Americans held responsible policy-making positions within the community. In the same city, the Spanish-speaking community continuously complained of the inefficiency of government in meeting the needs of the community. By way of contrast, he pointed to another large city in New Mexico where many Mexican-Americans held positions at responsible, policy-making levels. Here government-community relations were excellent because the Spanish-speaking community was represented at all responsible levels within the governmental structure; and, therefore, it was convinced that it was receiving adequate public services from the governmental agencies and programs.[23]

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[21] Hesburgh, Op. Cit., p. 78.

[22] Ibid.

[23] Ibid.

## Opinion Survey as to Who Should Support and Promote the Governmental Programs in the Mexican-American Community

A survey done by Paul Bullock showed the employment status of Mexican-Americans compared to Black-Americans and Anglo-Americans. After a description of traditional Mexican culture and its hindrances to urban employment and social advance, the author turned to a statistical account of Mexican-Americans in governmental programs and agencies.[24] Bullock concludes that the Mexican-American is better off than the Black-American and worse off than the Anglo-American in income and in employment despite a greater penetration into skilled and clerical positions.[25] Mexican-Americans do better than Black-Americans in the higher-income professions; however, the usual image of the Mexican-American is that of cheap, dependable labor, according to the author.[26]

The Report of the United States Commission on Civil Rights, March, 1970, describes a breakdown of the relationship between Mexican-Americans in the Southwest and the percentage of Mexican-Americans employed in governmental agencies. According to the report, the attitude of Mexican-Americans toward the institutions responsible for the administration of the government is at times distrustful, fearful, and even hostile.[27]

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[24] Paul Bullock, "Employment Problems of the Mexican-American," Industrial Relations, II (May, 1964), 37-50.

[25] Ibid., p. 37.

[26] Ibid., p. 38.

[27] Hesburgh, Op. Cit., p. 78.

Governmental institutions, agencies, and programs are viewed generally as Anglo-American institutions in which Mexican-Americans have no stake and from which they do not expect fair treatment. The United States Civil Rights Commission, as stated in its March, 1970 report, completed massive surveys and found that the attitudes of Mexican-Americans are based, at least in part, on actual experiences of inadequate services provided by the governmental agencies and institutions. Mexican-Americans are under-represented in employment and in responsible policy-making levels of government. Consequently, these governmental agencies and institutions tend to show a lack of knowledge and understanding of the cultural background of Mexican-Americans.[28]

In concluding its report of March, 1970, the United States Civil Rights Commission recommended to the Congress of the United States that they enact legislation authorizing civil action by the Attorney General against governmental officials and agencies to enjoin patterns of discriminatory treatment as well as interference with lawful organizational efforts of minorities in furtherance of their civil rights by participating in and, in any way, supporting and promoting governmental programs within the Mexican-American community.

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[28] Ibid., p. 87.

## Reasons for Involvement and/or Non-Involvement in the Planning Stages of Governmental Programs

James B. Watson and Julian Samora, in an article entitled "Subordinate Leadership in a Bi-Cultural Community: An Analysis," state that disunity is a large factor in the lack of involvement of the Spanish-speaking people in the planning stages of governmental programs and agencies.[29] They suggest that the disunity grows from an inadequacy of leadership which, in turn, results largely from the following four conditions: (1) The traditional pattern of leadership based upon the authoritarian relationship of "patron" and "peon" is not adapted to present conditions; (2) many of the Spanish goals and values--better jobs, more material things, and learning the English language--are similar to those of the Anglo-American culture; and, for that reason, leaders need to be well adjusted to and familiar with the Anglo-American culture; (3) persons of Spanish background who are qualified for success in Anglo-American culture are regarded with suspicion by their fellows, and there is some feeling that their positions have resulted from "selling out" to the Anglo-American; and (4) potential leaders are relatively well adapted to the Anglo-American system and are absorbed to a degree into the larger social structure. If Watson and Samora's opinion is accepted that qualifications for leadership in the larger community make Spanish-speaking persons less acceptable to their own people, the outlook for rapidly building a united community seems a bit discouraging. Perhaps slow progress is inevitable, but certainly there will be progress as the economic, cultural, and educational levels of the people rise.[30]

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[29] James B. Watson and Julian Samora, "Subordinate Leadership in a Bi-Cultural Community: An Analysis," American Sociological Review, XVIII (Spring, 1954), 413-421.

Traditionally, as pointed out by Ralph Guzman in "Politics and Policies of the Mexican-American Community," to the Mexican-American:

> Involvement in government was an Anglo-American rite that was not understood or desired by most Mexican-Americans.... Generations of Mexican-Americans existed in a political limbo; they were bystanders and spectators on voting day because voting was an elusive concept, an intangible that was not understood in terms of food, shelter, and a better life. Majority group prejudice and voluntary disenfranchisement kept many Mexican-Americans outside the American political system.[31]

The political and planning role of the Mexican-American within his own community has not been an active one. His social status has kept the average citizen of Mexican descent from seeking a more active role. Recent literature on the political activities of the Mexican-American, however, indicates that his greatest potential is as a political force in the nation. Joan W. Moore and Ralph Guzman, in "New Wind from the Southwest," illustrated this possible political role of the Mexican-American citizen.[32] The magnitude of their combined forces, over four million in five southwestern states, presents their political potential in a new light.

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[30] M. D. Briggs, "A Guide to the Mexican-American in the Southwest" (unpublished Master of Arts Thesis, California State College at Fullerton, California, 1969), p. 46.

[31] Ralph Guzman, "Politics and Policies of the Mexican-American Community," California Politics and Policies, ed. by Eugene P. Dvorin and Arthur J. Misner (Palo Alto, California: Addision-Wesley Publishing Company, 1966), p. 367.

[32] Joan W. Moore and Ralph Guzman, "New Wind from the Southwest," The Nation, May 30, 1966, p. 645-648.

As their economic, educational, and general social status improves, the Mexican-American people may be expected to take an increasingly active part in the political life of their respective communities and states. As they fulfill this political role, they will also realize concrete results in helping plan the course of their community's development by determining the goals and objectives of governmental programs and agencies which directly and/or indirectly affect their respective communities.

### Opinions Concerning Problems Relating to the Support and/or Non-Support of Governmental Programs Which Involve the Mexican-American Community

The Civil Service Commission, in the preface of the 1966 study of minority group employment in the Federal Government, stated that the purpose in collecting and publishing the report was to provide a means of assessing progress and identifying areas where greater efforts must be made to assure the amelioration of problems relating to the support and/or non-support of governmental programs which involve the Mexican-American community.[33] For example, problems have arisen and still exist in many governmental programs and agencies which are located throughout the five southwestern states with the most glaring and still unsolved problems existing at many governmental agencies in San Antonio, Texas.[34] All efforts by Mexican-American organizations to correct these problems have met with complete failure. Problems exist there in regard to the Mexican-Americans who, although employed in large numbers in the city of San Antonio, Texas, hold jobs in the lower grades and are constantly denied promotions, with the reason being given that they are not qualified. It is ironic that in San Antonio, where approximately fifty percent of the population of the city is Mexican-American and where the Mexican-American is, by far, the largest minority group employed, the appointment of an Anglo-American to the position of Deputy Equal Employment Officer was announced. He is charged with the responsibility of meeting with and understanding the problems of minority group employees, and yet, when the selection was made, all Mexican-American applicants were passed over as not qualified.[35] It is evident that there exists a glaring need for Mexican-Americans at all job levels in government including those in policy-making positions.

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[33] Inter-Agency Committee on Mexican-American Affairs, The Mexican-American A New Focus on Opportunity (U. S. Government Printing Office, Washington, D.C., 1967), p. 227.

The Department of Health, Education, and Welfare, according to the 1966 study of minority group employment in the Federal Government, has a total employment of 90,695 of which 954, or 1.3 percent, are Mexican-American, and in grades G-S 9-18 has a total of 23,107 of which 191, or

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[34] Ibid.

[35] Ibid., p. 230.

0.8 percent, are Mexican-American. Also, according to the same source, the Department of Labor has a total employment of 9,626 of which 85, or 0.9 percent, are Spanish-surnamed Americans. In grades GS-9 through GS-18, the grades which are normally those that include supervisory positions as well as positions at policy-making levels, the Department of Labor has a total of 4,786 employees of whom 47, or 1 percent, are Spanish-surnamed Americans.[36]

Is it any wonder, then, that programs established by the Department of Labor, including the Manpower Developing Training Act and On-The-Job Training Program, have miserably failed to effectively reach the Mexican-American community? It is true that the Department of Labor has many programs that could greatly benefit the Mexican-American community; however, until the Department of Labor sees fit to establish a special program, the primary responsibility is to communicate the existing programs to Americans of Mexican descent throughout the county, as well as determine the need for new programs that can benefit this minority group and establish a line of communication between the Mexican-American community and the Department of Labor. The Mexican-American community will continue to receive training under Labor Department programs for service station attendants, short order cooks, and television repairmen.

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[36] Ibid.

The Department of Agriculture, in 1966, had a total employment of 102,184 of which 1,448, or 1.69 percent, were Mexican-Americans.[37] Several years ago, this Department embarked upon a bold and aggressive program of "affirmative action" designed to rectify this appalling situation, and, during this period (1967-1968), succeeded in employing 326 Americans of Spanish surname.[38] It is evident, therefore, that whenever a governmental department, program, or agency determines that it is going to seek out qualified minority group applicants, it can find them.

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[37] *Ibid*., p. 232.

[38] *Ibid*., p. 240.

## CHAPTER III

## HYPOTHESIS AND DEVELOPMENT OF A QUESTIONNAIRE

### Introduction

The purpose of Chapter III is to state and explain the hypothesis tested in this study. This chapter will also provide an insight into the methodology of the empirical research and the development of the questionnaire used to gather data to test the hypothesis.

### Statement of the Hypothesis

In the development of the hypothesis, the assumption has been made that the probability of one dependent variable (or variations thereof) having multiple causes (independent variables) is greater than the probability that it was caused by a single independent variable.[39] For example, the hypothesis of this thesis is that the involvement of Mexican-Americans in the planning process is necessary if effective programs to involve the Mexican-American community are to be implemented. The majority of empirical studies in similar areas do not contradict this. However, following this assumption, if the hypothesis was disproved through the prescribed scientific procedure, it could have been discarded in favor of other possible alternative (rival) hypotheses predicting the dependent variables.

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[39] James A. Wiggins, "Hypothesis Validity and Experimental Laboratory Methods," in Methodology in Social Research, ed. by Hubert M. Blalock, Jr. (New York: McGraw-Hill Book Company, 1968), p. 390.

If a second hypothesis were not disproved by the same procedures, it would not have been discarded; however, neither could it have been considered proven. It would have remained, with slightly higher status, among the multiple undisproved hypotheses.[40] From this point of view, the task of the research methodology was not accepting or proving a hypothesis. Rather, it was rejecting or disproving a hypothesis. A second assumption was: A hypothesis can only be discarded.[41] Therefore, empirical investigations could have tested as many alternative hypotheses as possible.

Generally, the internal validity of a hypothesis is the number of its alternative hypotheses disproved.[42] However, the hypothesis in this study was tested by observing the association (contiguity or concomitance in time) between variations of independent and dependent variables. Examples of variables are educational level, income, and occupational status of the Mexican-American interviewees. If there was a variation in one without a variation in the other, there was no relationship. If there was a variation in both the independent and dependent variables, but they were not systematically related (fit into a logical relationship), there was no relationship.[43]

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[40] Ibid.

[41] Ibid.

[42] L. Levy, and T. Orr, "The Social Psychology of Rorschach Validity Research," Journal of Abnormal and Social Psychology (January, 1959), p. 79-83.

[43] James A. Wiggins, Op. Cit., p. 391.

The external validity of this hypothesis was manifest in the degree of similarity between the variation in the independent variables (and interactions thereof) and the variation in the sample population variables.[44]

Under these conditions of external validity, this writer had no difficulty in generalizing his findings to situations which were similar to those of the stated hypothesis.

Two points of clarification are probably necessary. First, external validity was used in reference to variables, and not people per se. Although people are the source of data, this study was interested in the variables which people represent. Second, external validity was used in this study, more specifically, to the variations of an operation or measure of that variable.[45] It could have been used more broadly in referring to all operations or measures relevant to a particular conceptual variable. Then the question of generalization would have applied to the similarity between the operation in an experiment and all the operations which were theoretically relevant to the main conceptual variable (hypothesis) under investigation.

If this writer wished to control the effects of a variable on a dependent variable by minimizing the variation to the former (internal validity), he may not have been able to generalize the situations to extrapolate valid conclusions, and thus recommendations based on generalizations of the research results. Naturally, the risk increased as the variation in the sample population (test group) increased. Because of this inevitable risk, the following third assumption was required: The probability that the variations in the independent variables are independent of one another is greater than the probability that they are caused by the interactions among the independent variables.[46] Because of this and the fact that the pursuit of external validity frequently disallows the testing of an alternative hypothesis, external validity becomes of secondary importance to internal validity. Thus, a fourth very important assumption must be made: A hypothesis can be generalized.[47]

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[44] Ibid.

[45] Ibid.

There is one hypothesis which lays the foundation for the research done for this thesis. The hypothesis is that the involvement of Mexican-Americans in the planning process is necessary if effective programs to involve the Mexican-American community are to be implemented. It has been made apparent that any hypothesis which attempts to adequately cover the full range of implications involved in the planning process must not only be general but must include several indirect factors. The following factors should then be implied in a hypothesis based on findings in the interviews and general findings from previous studies of the problem: (1) attitudes toward governmental programs involving the Mexican-American community; (2) participation in governmental programs involving the

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[46] Ibid., p. 392.

[47] Ibid.

Mexican-American community; (3) opinion survey as to who should support and promote the governmental programs in the Mexican-American community; (4) reasons for involvement and/or non-involvement in the planning stages of governmental programs; and (5) opinion of problems relating to the support and/or non-support of governmental programs.

## Objectives of Questionnaire Development

The primary purpose of the interview-questionnaire was to measure attitudes and opinions among the leadership within the Mexican-American community in an effort to determine if the actual personal involvement of Mexican-Americans in the planning process was necessary if effective programs to serve the Mexican-American community were to be implemented. The very fact that one seeks a solution to a problem so complex as that of measuring differences of opinion or attitudes on disputed social issues makes it evident from the start that the solution is more or less restricted in nature and that it applies only under certain circumstances that will, however, be described. An attempt has been made in this thesis to get along with the fewest possible methodological restrictions because, many times in a thesis study, one is tempted to limit so many important factors that the original problem statement does not become readily quantifiable.

Therefore, it has been necessary to state at the very outset just what is meant by the terms "attitude" and "opinion." This is all the more necessary because the natural first impression about these two concepts is that they are not amenable to measurement in any real sense.

The concept "attitude" has been used here to denote "the sum total of a man's inclinations and feelings, prejudice or bias, preconceived notions, ideas, fears, threats, and convictions about any specific topic."[48] For example, a man's attitude about governmental programs means here all that he feels and thinks about the role and effectiveness of government in society. It is admittedly a subjective and personal affair.

The concept "opinion" in this thesis means a verbal expression of attitude. The term "opinion" has been restricted to verbal expression, but it is also an expression of one's attitude, supposedly.[49] Therefore, there should be no difficulty in understanding the similarities and differences between the two terms. The verbal expression is the opinion.

In this study an attempt was made to measure the interviewee's attitude as expressed by the acceptance or rejection of opinions. It was thereby implied that the interviewees necessarily act in accordance with the opinions that they have endorsed. Let this be made clear. The measurement of attitudes expressed by an interviewee's opinion to a large extent does mean the prediction of what the interviewee will do. If the interviewee's opinions and actions were inconsistent, this should have concerned the interviewer because he had set out to predict overt conduct. On the other hand, it has been assumed that it is of interest to know what people say they believe, even if their conduct turns out to be inconsistent with their professed opinions. Even if they were intentionally distorting their attitudes, this study at least measured the attitude which they (the interviewees) were trying to make the interviewer believe that they hold.

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[48] Louis Leon Thurstone, The Measurement of Value (Chicago: The University of Chicago, 1959), p. 216.

[49] *Ibid.*

It has been taken for granted that people's attitudes are subject to change. When one has measured a man's attitude on any issue such as his attitude toward governmental programs involving the Mexican-American community, it was assumed that such a measurement could have been affected by unknown causes or by the presence of some known persuasive factor such as the reading of a discourse on the issue in question. However, such fluctuations may have been attributed in part to error in the measurements themselves. When one discusses opinion, for example, about participation in governmental programs involving the Mexican-American community, he quickly finds that these opinions are multi-dimensional, that they cannot all be represented in a straight continuum. The various opinions cannot be completely described merely as "more" or "less." They scatter in many dimensions, while the very idea of measurement implies a straight continuum of some sort.[50] The same applies to attitudes. One does not hesitate to compare them by the "more" or "less" type of judgment. One can say about a Mexican-American, for example, that he is actively involved in supporting and promoting the governmental programs within the Mexican-American community, and the judgment conveys its meaning very well. There is the implication of a degree-of-involvement scale along which people or opinions might be allocated.

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[50] Ibid., p. 217.

The first restriction on the problem of measuring attitudes has been to specify an attitude variable and to limit the measurement to that. This degree of restriction can be thought of as a continuum "ranging from complete and absolute freedom...to equal and absolute restriction," and it would, of course, include neutral and indifferent attitudes.[51]

In the final analysis, a solution was chosen which included elements of both extremes; that is, freedom of discussion but with certain limitations and restrictions. This restriction on the problem of measuring attitudes was necessary to the very nature of measurement. It is taken for granted in all ordinary measurement, and it must be clear that it applies also to "measurement in a field in which the multi-dimensional characteristics have not yet been so clearly isolated."[52]

The only way in which one could identify the different attitudes was to use a set of opinions as landmarks, as it were, for the different parts of a scale. The final scale, then, consisted of a series of statements of opinion, each of which was allocated to a particular point on the base line. For example, consider this statement and alternative answers: Various people have differing opinions about governmental programs to help the Mexican-American community make its goals and values a part of the planning process. Which of the following do you agree with?

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[51] _Ibid._

[52] _Ibid._, p. 218.

(a) Such programs are making good progress.
(b) Such programs are making fair progress.
(c) Such programs are making slow, but steady, progress.
(d) Such programs are not making enough progress.
(e) Such programs are not worthwhile.

In making the initial list of statements, several practical criteria were applied. The important criteria were as follows: (1) The statements were as brief as possible so as not to fatigue the interviewees. (2) The statements were such that they could have been endorsed or rejected in accordance with their agreement or disagreement with the attitude of the interviewee. Some statements in the questionnaire were so phrased that the interviewee could have expressed definite endorsement or rejection of them. (3) Every statement was such that acceptance or rejection of the statement did indicate something regarding the interviewee's attitude about the issue or issues in question. The interviewee may regard the statement as an unquestioned fact and simply endorse it as a fact, in which case the interviewee's answer, from his point of view, had not revealed anything concerning his own attitude on the issue in question. Also, personal judgment was minimized as far as possible in this questionnaire. (4) Lastly, this writer tried to insure that at least a fair majority of the statements on the questionnaire really related both directly and/or indirectly to the main hypothesis that was measured.

## Questionnaire Methodology

This section deals with the methodological framework of this study. It should provide an explanation and discussion of the interview technique, the sample size and method of selecting it, and the interview questions and their significance.

### Interview Technique

In order to provide a test framework that would encourage the inducement of the expression of attitudes and opinions, an open-ended type of interview-questionnaire was used. The open-end nature of the interview-questionnaire also allowed the interviewees to respond freely within the context of the question asked. This was done through the use of the focused interview.[53] The focused interview differs in several respects from other types of research interviews which might appear similar at first glance. In general outline, its distinguishing characteristics are as follows: First of all, the persons interviewed were known to have been involved in a set of particular situations.[54] In this case, this writer interviewed the Mexican-American leaders within the Mexican-American community. Secondly, the hypothetically significant elements, patterns, processes, and total structure of this situation have been provisionally analyzed.[55]

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[53] Robert K. Merton, Marjorie Fiske, and Patricia L. Kendall, The Focused Interview (Glencoe: The Free Press, 1956), p. 3-5.

[54] Ibid.

[55] Ibid.

In order to achieve the desired results in the interview-questionnaire, the interviewer developed the practice of continuously assessing the interview as it was in progress. This was done through the use of a set of criteria which seemed to distinguish between productive and unproductive interview materials. Briefly stated, according to Robert K. Merton, these were:

(1) Range. "The interview-questionnaire enabled the interviewees to maximize the reported range of evocative elements and patterns in the stimulus situation as well as the range of responses."[56]

(2) Specificity. "The interview-questionnaire elicited highly specific reports of the aspects of the stimulus situation to which the interviewees had responded."[57]

(3) Depth. "The interview-questionnaire helped the interviewees describe the affective, cognitive and evaluative meanings of the situation and the degree of their involvement in it."[58]

(4) Personal Context. "The interview-questionnaire brought out the attributes and prior experiences of the interviewees which endowed the situation with a distinctive meaning."[59]

These criteria were interrelated, and were merely different dimensions of the same body of interview material. With respect to each of these criteria, there was an array of more or less standardized procedures which have been found reasonably effective, and it was these standardized procedures and questions that were judiciously followed throughout the interview.

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[56] *Ibid.*, p. 12.

[57] *Ibid.*

[58] *Ibid.*

[59] *Ibid.*

## The Sample Size and Method of Selecting the Interviewees

Persons whose names were drawn selectively from lists of members of existing Mexican-American organizations were interviewed. Furthermore, key persons in Mexican-American organizations and Mexican-American leaders were also interviewed. The reason for this selective process was that it was assumed that only knowledgeable, informed Mexican-American leaders who were actively involved in governmental programs were in a position to respond knowledgeably and in-depth concerning the subject matter.

The total sample consisted of fifty respondents. Approximately one-half represented a "middle-to-lower middle class" income group, while the other half represented a "middle-to-upper middle class" income group.

Once selected, the respondent, in order to qualify as part of the test sample, had to: (1) have considerable knowledge of governmental programs which affect the Mexican-American community, (2) be either formerly or currently involved in the governmental planning process, and (3) be either formerly or currently in a position to evaluate planning policy at a responsible level of government.

The interviews were conducted over a two-month (June and July, 1971) period between Monday and Friday and between the office hours of 9:00 A.M. and 5:00 P.M. Interviews were all conducted in person and by appointment.

## Interview Questions and Their Significance

As mentioned earlier, the overall objective of the interview questions was to determine the attitudes and opinions of Mexican-American leaders toward subjects relevant to the main hypothesis to be tested. That main hypothesis is as follows: The involvement of Mexican-Americans in the planning process is necessary if effective programs to involve the Mexican-American community are to be implemented.

In order to accomplish this objective, the interview-questionnaire was divided into seven sections. The first five of the sub-sections covered the five sub-hypotheses.

(1) Attitudes toward governmental programs. The sub-hypothesis of this sub-section was as follows: The attitude of Mexican-Americans toward governmental programs involving the Mexican-American community should prove to be both desirable and positive. The objective of this sub-section was to determine the interviewee's attitude and opinion about governmental programs which claim to benefit the Mexican-American community.

(2) Participation in governmental programs. The sub-hypothesis of this sub-section was as follows: The participation of Mexican-Americans in governmental programs involving the Mexican-American community should be both accepted and encouraged. The main objective of the sub-section was to determine both the amount of participation in Mexican-American community affairs the interviewees thought other people should undertake and the amount of participation which the interviewee was both willing and able to undertake himself.

(3) Opinion surveys as to who should support and promote the governmental programs. The sub-hypothesis of this sub-section was as follows: An opinion survey as to who should support and promote the governmental programs in the Mexican-American community should reveal that

more political participation is a method of supporting such governmental programs. First, this sub-section dealt with the priorities of needs within the Mexican-American community as identified by governmental planners to determine if they were different from those of the interviewee. Secondly, an attempt was made to determine, from the interviewee's perspective, what would be the most effective way to identify the real goals and values of the Mexican-American community so that they could be communicated to those doing the actual planning. Thirdly, an attempt was made in this sub-section to determine the interviewee's opinion on whether or not having a direct voice in setting up governmental programs would be an effective way of developing a means for placing more Mexican-Americans in governmental positions at such a level that they would be effective in influencing planning policy.

(4) Reasons for involvement and/or non-involvement in the planning stages of governmental programs. The sub-hypothesis of this section was as follows: The amount of involvement in the planning stages of governmental programs should prove to be positively correlated with the perception of the effectiveness of Mexican-American involvement. The main objectives of this sub-section were as follows: First, the interviewees were asked if they thought that Mexican-Americans working as responsible members of policy-making staffs would be effective in getting the goals and values of the Mexican-American community reflected in the plans developed. Secondly, the interviewees were given a "forced" choice question which was designed to determine, from their point of view, the main objective of

present governmental programs to place Mexican-Americans in governmental positions. Thirdly, the interviewees were asked their opinion how one can get more people from the Mexican-American community involved in the planning stages of governmental programs.

(5) Opinions concerning problems relating to the support and/or non-support of governmental programs. The sub-hypothesis of the section was as follows: The opinions regarding problems relating to the support and/or non-support of governmental programs should offer insight into alternative solutions to these problems. First, the interviewees were asked if they thought Mexican-Americans should compete on an equal level with Anglo-Americans for the same jobs. (This was regardless of whether those jobs are in government or not.) Secondly, the interviewees were asked for possible alternatives to open competition for responsible positions which have the opportunity to influence policy-making. Thirdly, the interviewees were asked the following: (a) whether or not they thought that as a Mexican-American gets more education he is more likely to be accepted into planning positions by Anglo-Americans, and (b) if they thought it true that Mexican-American college graduates in governmental positions tended to reflect Anglo-American goals and values more than those of the Mexican-American community and, therefore, lose their effectiveness as community spokesmen.

(6) Information on the individual. This sub-section consisted of asking the interviewees their occupation, and how long they had been employed at their current job, their level of education, and whether or not

they considered themselves a member of a minority group. Lastly, the interviewees were asked to describe their ability to speak the Spanish language.

(7) Employment information. The interviewees were asked their approximate income level from all sources for the year 1970. This question was asked to help determine their economic class, and to use as an indicator of their possible social classification.

Sections (6) and (7) were designed in an attempt to relate personal characteristics with the interviewee's responses to previous questions, and thus to determine if there was a correlation between their economic, occupational, and social class and their responses to the questions asked during the interview.

# CHAPTER IV

# ADMINISTRATION OF THE QUESTIONNAIRE AND PRESENTATION OF DATA

## Introduction

The purpose of Chapter IV is to explain the administration of the questionnaire. This chapter will also present the results of the interview-questionnaire in outline format.

## Administration of the Questionnaire

The interview-questionnaire was the basic research tool through which information was obtained to test the hypothesis. The hypothesis of this thesis is as follows: The involvement of Mexican-Americans in the planning process is necessary if effective programs to involve the Mexican-American community are to be implemented.

In order to provide a test framework that would encourage meaningful responses from the interviewees, an open-ended type of interview-questionnaire was used. The questions were asked precisely as specified on the questionnaire. The major reason for using the questionnaire in each interview was to insure as much comparability of answers as normal communication problems would allow. The questions were asked in the order presented on the questionnaire (refer to Appendix A, page 94). When the interview-questionnaire was developed, careful attention was paid to the order in which questions were asked. The sequence which was finally worked out attempted to provide good continuity from question to question, to achieve a more or less conversational flow, to minimize undesirable effects of one question upon another, and to facilitate the interviewer's task. Therefore, any departure from the order might have had undesirable consequences.

Every question on the questionnaire was asked as written. If a respondent had already answered a question in the course of answering a preceding one, the question nonetheless was asked as specified on the questionnaire. In so doing, it was considered good practice to precede the question with a remark, such as, "You have already said something about this, but let me ask you..." to show that the interviewer had been attentive.

When a question was not understood or was misinterpreted, it was repeated in the same words, not paraphrased. If a respondent did not understand a question, it was repeated exactly and completely, perhaps posing it more slowly and prefacing it with something like, "Well, let me say it more clearly..." or "Well, I mean... ." Under no circumstances was a question reworded, paraphrased, or "explained." If, after one or two repetitions, the respondent failed to comprehend, it was considered best to record this fact and to proceed with the next question. The same thing applied to misinterpretation unless there was no doubt about the source of the misinterpretation, in which case it was permissible to straighten out the difficulty.

Finally, questions which respondents hesitated or refused to answer initially were handled tactfully in order not to destroy the rapport between the interviewer and interviewee.

## Presentation of Data

The descriptive data obtained from the respondents included the following information. Questions, responses, and an analysis are presented on the following pages.

A. Attitudes toward governmental programs

Question: 1. What is your opinion of the Office of Economic Opportunity as an identifier of goals and values held by the Mexican-American community?

The statistical breakdown to the aforementioned question was as follows:

| | | |
|---|---|---|
| Response: | 52% | Desirable |
| | 44% | Undesirable |
| | 4% | No Opinion |

Analysis:

The trend of thought of the individuals who chose "desirable" centered around the real goal of the Office of Economic Opportunity. Its goal is to end poverty by educating the poor to utilize existing resources of local government and also to coordinate and use other resources.

The trend of thought of the individuals who chose "undesirable" stated that the Office of Economic Opportunity, in identifying the goals and values of the Mexican-American community, was not making an adequate effort. The majority of the Mexican-American community still resides in the rural areas. However, the majority of programs sponsored by the Office of Economic Opportunity are urban-orientated.

The other trend of thought of the individuals who chose "undesirable" stated that the Office of Economic Opportunity, in identifying the goals and values of the Mexican-American community, was not doing an adequate job because they tend to place all minorities into one problem area. Respondents felt that Mexican-Americans face their own unique problems due to the cultural and language barriers.

Question: 2. Various people have differing opinions about governmental programs designed to help the Mexican-American community make its goals and values a part of the planning process. Which of the following do you agree with?

The statistical breakdown was as follows:

| | | | |
|---|---|---|---|
| Response: | 4% | (a) | Such programs are making good progress. |
| | 12% | (b) | Such programs are making fair progress. |
| | 44% | (c) | Such programs are making slow, but steady, progress. |
| | 36% | (d) | Such programs are not making enough progress. |
| | 4% | (e) | Such programs are not worthwhile. |

Question: 3. Have you ever heard of the Concentrated Employment Program, also known as C.E.P.?

The statistical breakdown was as follows:

| | | |
|---|---|---|
| Response: | 98% | Yes |
| | 2% | No |

Question: 4. If answer is "yes," in what connection have you heard of the Concentrated Employment Program?

Analysis:

The trend of thought in regard to this question was as follows: The majority of the respondents stated their connection with the Concentrated

Employment Program was through a professional association with the Department of Labor and other manpower sources, such as the Neighborhood Youth Corps.

Another similar trend of thought was that their (the respondents') connection with the Concentrated Employment Program was through their personal involvement in the pre-planning phases of the Concentrated Employment Program in Fresno, California.

The third, and last, major trend of thought concerning this question was the statement that their connection with the Concentrated Employment Program was by having on-the-job trainees from the Concentrated Employment Program working in their respective agencies and/or organizations.

Question: 5. Do you think the Concentrated Employment Program (C.E.P.) is a good example of the way government helps the Mexican-American community?

The statistical breakdown to the aforementioned question was as follows:

| Response: | | |
|---|---|---|
| | 76% | Yes |
| | 24% | No |
| | 0% | Don't Know |

Analysis:

When the respondents were asked why, the following were trends of thoughts which occurred:

Of the respondents who chose the answer "yes," some respondents mentioned that they thought the Concentrated Employment Program was a good example of the way government helps the Mexican-American community. The program offers job training to hard-core unemployed; but, due to a scarcity of job positions in the job market, there is currently an over-abundance of Black and Chicano job trainees who are currently training for obsolete jobs.

Other respondents mentioned that they thought the Concentrated Employment Program was a good example of the way government helps the Mexican-American community because the program objectives consist of providing minorities with a job skill to eventually become self-supporting. Therefore, the program provides the trainees with a positive self-image and develops self-pride within the individual.

Of the persons who chose "no," the following is an example of the trend of thought which occurred:

Many respondents stated that they thought the Concentrated Employment Program was not a good example of the way government helps the Mexican-American community because the program trains the individuals for short-term jobs in the job market.

Another aspect of this trend of thought the respondents mentioned was the need for the Concentrated Employment Program's trainees to attempt to adequately cope with deferred gratification.

### B. Participation in governmental programs

Question: 1. There is an organization called the Economic Opportunity Commission or E.O.C. Have you ever heard of this organization?

The statistical breakdown of the aforementioned question was as follows:

| | | |
|---|---|---|
| Response: | 98% | Yes |
| | 2% | No |

The follow-up question was as follows:

Question: If "yes," where, when, and how?

Analysis:

Many respondents who represented one trend of thought stated that they had heard of the Economic Opportunity Commission because they either worked for a delegate agency or maintained some manner of professional relationship with at least one of the organization's delegate agencies in the areas of community action.

Question: 2. The Economic Opportunity Commission has what is called a citizens' night. During citizens' night, people from the community are invited to talk about problems which face their community. Have you ever heard of this practice?

The statistical breakdown to the aforementioned question was as follows:

| | | |
|---|---|---|
| Response: | 28% | Yes |
| | 72% | No |

Question: If "yes," where, when, and how?

Analysis:

The trend of thought among many respondents was that they had heard about citizens' night because they participated in community meetings. They also considered the concept of citizen participation extremely valid in terms of identifying the real goals and values of the Mexican-American community.

Question: 3. Do you think this type of program is an effective means for injecting the values and goals of the Mexican-American community into the planning process?

The statistical breakdown to this question was as follows:

| Response: | | |
|---|---|---|
| | 76% | Desirable |
| | 16% | Undesirable |
| | 8% | Don't Know |

Analysis:

When asked why they answered the aforementioned question the way they did, of the group that answered "desirable," the following is an example of the trend of thought which occurred:

Many of the respondents mentioned that this program was a desirable means for injecting the values and goals of the Mexican-American community into the planning process because it involves the people in articulating their own goals, values, and needs.

Of the persons who answered "undesirable," the following is an example of the trend of thought which occurred:

Many respondents mentioned that this program was an undesirable means for injecting the values and goals of the Mexican-American community. Generally speaking, the citizens of the Mexican-American community do not know what takes place. Also, they do not know parliamentary procedures, nor do they know the format or agenda of many of these so-called citizen participation meetings.

Question: Why did you give your last answer?

When asked this question, the following is an example of the trend of thought which occurred:

Analysis:

Many respondents mentioned that the problems of the Mexican-American can better be identified by getting the Mexican-American community personally involved in establishing community goals and objectives.

Question: 4. Have you ever attended meetings and/or worked on committees for Mexican-American community affairs?

The statistical breakdown as a result of this question was as follows:

| Response: | | |
|---|---|---|
| | 97% | Yes |
| | 3% | No |
| | 0% | Don't Know |

Question: If answer to above is "yes," give an example of how often you have done so in the past.

The statistical breakdown as a result of this question was as follows:

| Response: | | | | | | |
|---|---|---|---|---|---|---|
| | (a) | 24% | 1 | time | per | day |
| | (b) | 32% | 3 | times | per | week |
| | (c) | 20% | 1 | time | per | week |
| | (d) | 12% | 2 | times | per | month |
| | (e) | 12% | 1 | time | per | month |

Question: 5. Do you at present attend such meetings or work on such committees?

The statistical breakdown as a result of this question was as follows:

| Response: | | |
|---|---|---|
| | 80% | Yes |
| | 20% | No |

Question: If answer is "yes," how often?

The statistical breakdown as a result of this question was as follows:

| Response: | | | | | | |
|---|---|---|---|---|---|---|
| | (a) | 16% | 1 | time | per | day |
| | (b) | 24% | 3 | times | per | week |
| | (c) | 24% | 1 | time | per | week |
| | (d) | 12% | 2 | times | per | month |
| | (e) | 24% | 1 | time | per | month |

Question: 6. There are some people from the Mexican-American community who take part in Mexican-American community affairs of the type which should be reflected in community-wide planning. By this, I mean they attend meetings and work on committees. What do you think of such practices?

The statistical breakdown as a result of this question was as follows:

| Response: | | |
|---|---|---|
| | 98% | Desirable |
| | 2% | Undesirable |
| | 0% | No Opinion |

When asked why they answered the aforementioned question the way they did, of the group that answered "desirable," the following is an example of the trend of thought which occurred:

Analysis:

Many respondents mentioned that they thought such practices of community involvement, more specifically citizen participation, were desirable because from their (the Mexican-American community's leaders') past experiences they could learn to be objective about their approaches toward the problems which face their community. Thus, if they are objective and perceptive, they could be tremendously useful to the decision-makers in the various levels of government.

Another similar trend of thought was that such practices of community involvement, more specifically citizen participation, were desirable because of the following reasons:

First of all, the Mexican-American people must provide input. Secondly, they must be taught to understand the planning process. Thirdly, such citizen participation gives the Mexican-American community a sense of recognition by the government.

Question: 7. We have been talking about participating in community affairs within the Mexican-American community of the type which should be reflected in community-wide planning. If you had the chance, would you attend meetings and/or work on committees?

The statistical breakdown to the aforementioned question was as follows:

| | | |
|---|---|---|
| Response: | 98% | Yes |
| | 2% | No |
| | 0% | Don't Know |

When asked why they answered the aforementioned question the way they did, of the group that answered "yes," the following is an example of the trend of thought which occurred:

Analysis:

Many respondents mentioned the reason they would attend meetings and/or work on committees if they had the chance was that community-wide planning is essential if we (Mexican-American) people are to attempt to solve the problems which face our community. In essence, the respondents further stated that we (the Mexican-American community) need both citizen participation and the identification of problems within the Mexican-American community.

Question: 8. Do you think that you would be interested in taking part in talking over governmental programs with officials in public meetings before such programs actually got started if you knew about the opportunity in advance?

The statistical breakdown of the aforementioned question was as follows:

| | | |
|---|---|---|
| Response: | 98% | Yes |
| | 2% | No |
| | 0% | Don't Know |

Question: If the answer is "yes," how often would you take part?

The statistical breakdown as a result of this question was as follows:

| | | | | | | |
|---|---|---|---|---|---|---|
| Response: | (a) | 36% | 1 | time | per | day |
| | (b) | 24% | 3 | times | per | week |
| | (c) | 20% | 1 | time | per | week |
| | (d) | 12% | 2 | times | per | month |
| | (e) | 8% | 1 | time | per | month |

C. Opinion surveys as to who should support and promote the governmental programs

Question: 1. If you were planning the needs of the Mexican-American community, what needs would you give the highest priority?

The statistical priority breakdown as a result of this question was as follows:

| | Priority | | |
|---|---|---|---|
| Response: | 1 | (a) | jobs |
| | 2 | (b) | education |
| | 3 | | housing |
| | 4 | (c) | community organizations |
| | 5 | | health and medical care |
| | 6 | | elimination of discrimination |
| | 7 | | economic development |
| | 8 | | leadership training |
| | 9 | (d) | community leaders |

Question: 2. What priorities of needs within the Mexican-American community do you feel that present governmental planners have established that are different from your own?

Analysis:

Many of the respondents mentioned that the needs within the Mexican-American community are different than those perceived by present governmental planners because Anglo-American goals and values are different. Anglo-American goals and values have influenced the re-allocation of resources at the various levels of government.

Question: 3. What do you think would be the most effective way of identifying the real goals and values so that they can be communicated to those doing the actual planning?

Analysis:

Many respondents mentioned that one of the most effective ways of identifying the real goals and values of the Mexican-American community is through direct citizen participation at all levels of the decision-making process. The respondents further stated that effective citizen participation should not only be limited to the professional and semi-professional classes, but have all segments of the Mexican-American community involved in determining what the problems are. This can be accomplished by having all the citizens participate in all aspects of the development of the community.

Another similar trend of thought mentioned by many of the respondents stated that one of the most effective ways of identifying the real goals and values of the Mexican-American community is by conducting group seminars and small house meetings. This method, therefore, provides an opportunity for the exchanging of ideas and the discussion of community needs and desires.

Question: 4. Would you like to see more political commitment to programs like the Inner City Program in Fresno East?

The statistical breakdown of the aforementioned question was as follows:

| Response: | | |
|---|---|---|
| | 76% | Yes |
| | 20% | No |
| | 4% | Don't Know |

Question: If answer is "yes," do you know of any specific programs which need support? (Please list.)

Analysis:

The responses to the aforementioned questions were as follows:

Many respondents did not know of any specific programs which needed support but did state that a series of programs which will concentrate on the development of community awareness was needed. Also, any such programs should include a section on the development of leadership characteristics and abilities.

Question: 5. Do you think becoming informed about the issues would be a way of supporting efforts to introduce the values and goals of the Mexican-American community into the planning process?

The statistical breakdown of the aforementioned question was as follows:

| Response: | | |
|---|---|---|
| | 98% | Yes |
| | 2% | No |
| | 0% | Don't Know |

Analysis:

When asked why they answered the question the way they did, the replies were varied. The following is an example of the responses that were stated:

Many respondents mentioned that in order to support efforts to introduce the values and goals of the Mexican-American community into the planning process, one must first develop community awareness and social needs awareness. Thus, by this process one can communicate the needs of the Mexican-American community to those in decision-making positions as needed. These people (decision-makers) need to be made aware of the existing conditions in the Mexican-American community.

Question: 6. Do you think having a voice in setting up such a governmental program would be an effective way of developing a means for placing more Mexican-Americans in governmental positions at such a level that they would be effective in influencing planning policy?

The statistical breakdown of the aforementioned question was as follows:

| | | |
|---|---|---|
| Response: | 80% | Yes |
| | 12% | No |
| | 8% | Don't Know |

Analysis:

When asked why they answered the question the way they did, the replies were varied. The following is a summary of the responses that were given:

Many respondents stated that having a voice in setting up such a governmental program would be an effective way of developing a means for placing more Mexican-Americans in governmental positions because poverty areas usually include a lot of the minorities. Therefore, they need some vehicle to voice their wants and needs. Members of their own ethnic group can do this for them best because they have the ability to relate and empathize with their own people.

D. Reasons for involvement and/or non-involvement in the planning stages of governmental programs

Question: 1. Do you think that Mexican-Americans working as responsible members of policy-making staffs would be effective in getting the goals and values of the Mexican-American community reflected in the plans developed?

The statistical breakdown of the aforementioned question was as follows:

| | | |
|---|---|---|
| Response: | 84% | Yes |
| | 12% | No |
| | 4% | Don't Know |

Analysis:

Of the respondents who answered "yes," the following is an example of their responses:

Many respondents stated that Mexican-Americans working as responsible members of policy-making staffs would be effective because only Mexican-Americans could reflect the true values and goals of the Mexican-American community.

Of the respondents who answered "no" to the aforementioned question, the following is an example of the responses received:

Many respondents stated they do not think that Mexican-Americans working as responsible members of policy-making staffs would be effective in getting the goals and values of the Mexican-American community reflected in the plans developed because many of them working within government are turned off to the concept of community participation. It might help to have a Mexican-American in a responsible position just because he is a Mexican-American. The respondents further stated that it would be ideal to have the person in the responsible position be aware of the needs of the Mexican-American community regardless of his ethnic background.

Question: 2. The main objective of present governmental programs to place Mexican-Americans in governmental positions is as follows: (Please check one.)

The statistical breakdown of the aforementioned question was as follows:

Response: 12% (a) To reduce present political polarization between the Anglo and the Mexican-American communities.

28% (b) To give Mexican-Americans the opportunity to change policy in order to really reflect the values and goals of the Mexican-American community.

52% (c) It is an act of tokenism on the part of the government.

8% (d) No opinion.

Question: 3. How can we get people from the Mexican-American community involved in the planning stages before a program like Inner Cities in Fresno East gets started? (Open-ended)

Analysis:

Many respondents mentioned that a way we can get people from the Mexican-American community involved in the planning stages is by offering a series of meetings and by a campaign of door-to-door advertising.

The respondents further mentioned this process (door-to-door contact) requires a team of good field workers with a good image and the ability to discuss, on a personal basis, the problems as they exist with the people of that community.

Another similar trend of thought stated was that one of the real objectives of community involvement is to get Mexican-American people employed in governmental positions. The method to achieve this specific objective can be by first developing a relevant program orientated toward the Mexican-American community and, secondly, by identifying the problem areas the specific programs will cover and addressing its goals and objectives to the identified problem areas.

Many such programs, the respondents stated, have had a great deal of pre-planning already, especially in the area of planning administration and the developing of organizational structures.

Question: 4. Do you know a specific example of anybody from the Mexican-American community who was in on the planning stages of such a program like Inner City in Fresno East?

The statistical breakdown to the aforementioned question was as follows:

| Response: | | |
|---|---|---|
| | 68% | Yes |
| | 28% | No |
| | 4% | Don't Know |

Question: If answer is "yes," give the specific example.

Analysis:

The following is an example of the responses received:

Many respondents mentioned they knew the following: (1) Rudy Precido, Director of the Inner Cities Program in Fresno East; (2) Jess Quintero, Director of the Fresno County Community Action; and (3) J.B. Contreras, Director of the Greater California Educational Program.

### E. Opinion of problems relating to the support and/or non-support of governmental programs

Question: 1. Do you think it is fair for Mexican-Americans to compete with Anglo-Americans for the same jobs? (This is regardless of whether those jobs are in government or not.)

The statistical breakdown of the aforementioned question was as follows:

| | | |
|---|---|---|
| Response: | 68% | Yes |
| | 32% | No |
| | 0% | Don't Know |

Question: If response to question above was "yes," what do you think is the biggest problem this means to the Mexican-American community? (Open-ended)

Analysis:

The following is an example of the responses received:

Many respondents mentioned the biggest problem this means is that too many Mexican-Americans think ethnic identification is enough. The respondents further stated that at times ethnic identification should be considered for a position, provided it is not the sole determining factor. It should not, for example, be the determining factor for a position in education.

Another trend of thought that was evident among many respondents was that they mentioned the biggest problem this (open competition for jobs) means to the Mexican-Americans is that there are not as many educated Mexican-Americans, nor is there as large a variety of leadership as compared proportionally to the Anglo-American community.

Therefore, the biggest problem this poses for the Mexican-American community is to provide better training in order to help the community in the elimination of the cycle of poverty.

Question: Give some additional problems or examples of problems. (Please list.)

Analysis:

Many respondents stated they foresaw at least three additional problems. They are:

(a) Some requirements are unrealistic for many jobs within the Mexican-American community.

(b) The need to clarify and identify the real goals and objectives of the Mexican-American community.

(c) The need for more of both procedural and substantive participation by the Mexican-American community.

Question: 2. What is the alternative to open competition for responsible positions which have the opportunity to influence policy-making? (Open-ended)

Analysis:

The following is an example of the responses received:

Many respondents mentioned they saw no alternatives to open competition which was fair to everybody (both to the Anglo-American and Mexican-American).

Still other respondents stated an alternative to open competition for responsible positions could be achieved by the development of a long-range educational job training program. Also, a quota system which could provide for a minimum percentage in certain positions of individuals from different ethnic groups might be used.

Question: 3. Do you think that as a Mexican-American gets more education he is more likely to be accepted into planning positions by Anglo-Americans?

The statistical breakdown of the aforementioned question was as follows:

| | | |
|---|---|---|
| Response: | 88% | Yes |
| | 12% | No |
| | 0% | No Opinion |

Question: 4. Do you think it is true that Mexican-American college graduates in governmental positions tend to reflect Anglo goals and values more than those of the Mexican-American community and, therefore, lose their effectiveness as community spokesmen?

The statistical breakdown of the aforementioned question was as follows:

| | | |
|---|---|---|
| Response: | 52% | Yes |
| | 40% | No |
| | 8% | Don't Know |

Question: What is the reason for your answer? (Open-ended)

Analysis:

Of the respondents who answered "yes," the following is an example of their responses:

Many respondents stated the reason was because they (Mexican-American college graduates) tend to reflect middle-class goals and values because, in essence, the educational system in our society is an acculturation system. Therefore, by the fact Mexican-Americans are in the educational system, they will learn to reflect the norms and values of the Anglo-American middle-class. Also, it diminishes their ability to effectively communicate and relate with the lower-class Mexican-American.

Of the respondents who answered "no," the following is an example of their responses:

Many respondents stated the reason for their answer was that, in the past, they (Mexican-American students) have been influenced by the Anglo-American environment (the self-existence concept). The respondents further stated that recently a movement among the young people of Mexican-American descent, which stresses self-identification and self-realization, has taken effect.

F. Information on the individual

Question: 1. What is your occupation?

The statistical breakdown of the aforementioned question was as follows:

| | | | |
|---|---|---|---|
| Response: | 68% | (a) | government |
| | | (b) | agricultural |
| | | (c) | construction |
| | | (d) | manufacturing |
| | | (e) | retail trade |
| | 4% | (f) | service, repair |
| | | (g) | other, specify below: |
| | 12% | | education |
| | 8% | | attorney-at-law |
| | 8% | | business |

Question: 2. How long have you been employed at this job?

The statistical breakdown of the aforementioned question was as follows:

| | | | |
|---|---|---|---|
| Response: | 18% | (a) | six months or less |
| | 30% | (b) | six months to one year |
| | 34% | (c) | one year to three years |
| | 5% | (d) | three years to five years |
| | 13% | (e) | over five years |

Question: 3. What is the highest level of education completed?

The statistical breakdown of the aforementioned question was as follows:

| | | |
|---|---|---|
| Response: | 0% | grammar school |
| | 4% | junior high school |
| | 12% | senior high school |
| | 20% | junior college |
| | 8% | senior college |
| | 56% | college graduate |

Question: 4. Do you consider yourself a member of a minority group?

The statistical breakdown of the aforementioned question was as follows:

| | | |
|---|---|---|
| Response: | 98% | Yes |
| | 2% | No |
| | 0% | No Opinion |

Question: 5. How would you describe your ability to speak Spanish?

The statistical breakdown of the aforementioned question was as follows:

| | | |
|---|---|---|
| Response: | 32% | excellent |
| | 44% | good |
| | 16% | average, but not good |
| | 8% | worse than average |
| | 0% | poor |

G. Employment information

Question: 1. Approximate income total for the year 1970 from all sources.

The statistical breakdown of the aforementioned question was as follows:

| | | |
|---|---|---|
| Response: | 0% | under $3,000 |
| | 0% | $3,000 to 4,999 |
| | 32% | $5,000 to 7,999 |
| | 48% | $8,000 to 11,999 |
| | 20% | greater than $12,000 |

# CHAPTER V

# SUMMARY, CONCLUSIONS, AND PROBLEM AREAS

## Introduction

The purpose of Chapter V is to present a summary of the chapters developed in this thesis and to draw conclusions on the validity of the five sub-hypotheses tested and the general hypothesis itself. Problem areas encountered in the interviews will also be discussed.

## Summary

The main hypothesis of this thesis is that the involvement of Mexican-Americans in the planning process is necessary if effective programs to involve the Mexican-American community are to be implemented.

Chapter I includes a statement of the hypothesis, a description of the problem, the scope of the thesis, and definitions of terms. The problem centers on the question of the involvement of Mexican-Americans in the planning process and the establishment of effective planning programs to involve the Mexican-American community.

In defining the terms, Chapter I describes "planning" as oriented toward the solving of community problems through the development of physical, economic, and social development programs. In the words of Eckstein, the purpose of planning is to "rationalize the activities on which planning is imposed; to make subject to calculation what was previously left to chance; to organize what was previously unorganized; to replace spontaneous adjustment with deliberate control."[60]

Building on Chapter I, Chapter II presents a review of various literature dealing with the evolving attitudes toward governmental programs involving the Mexican-American community and the amount of Mexican-American participation in governmental programs involving the Mexican-American community. The literature revealed a tendency among authors and researchers of opinion surveys as to who should support and promote governmental programs in the Mexican-American community.

Chapter II indicates the past and current reason for involvement and/or non-involvement in the planning stages of governmental programs. Also, information presented in Chapter II provides a perspective for discerning the quality and quantity of public involvement in governmental programs. This information helped lay a background for evaluation of the hypothesis.

Chapter III states how the thesis would attempt to fill this void. The chapter describes the purpose of the study, explains the significance of the main hypothesis that was to be tested, and details the strategy of the investigation. It is pointed out that an interview-questionnaire technique has been used in an attempt to artificially induce in-depth discussion from the respondents. To solicit useful responses, open-ended questions were asked. Also, within the chapter, the justification for the use of the criteria of selection and test techniques used are discussed. Lastly, the interview questions, the sub-hypotheses, and their significance are presented.

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[60] Harry Eckstein, Loc. Cit.

In Chapter IV, the rationale for the administration of the interview-questionnaire is given. The interview-questionnaire is the basic research tool through which information was obtained in order to test the hypothesis.

In order to have provided a testable framework that encouraged meaningful responses from the interviewees, an open-ended type of interview-questionnaire was used. The open-ended nature of the interview-questionnaire also allowed the interviewees to respond freely within the context of the questions asked.

Persons whose names were drawn selectively from lists of existing Mexican-American organizations were interviewed. Furthermore, the key persons in the existing Mexican-American organizations and Mexican-American leaders have also been interviewed. The reason for this selective process was that it was determined that only knowledgeable, informed Mexican-American leaders who were actively involved in governmental programs were in a position to respond knowledgeably and in-depth concerning the subject matter.

Also in Chapter IV, the interview-questionnaire data is presented in outline format. The questionnaire covers the following areas:

(1) Attitudes toward governmental programs.

(2) Participation in governmental programs.

(3) Opinion surveys as to who should support and promote the governmental programs.

(4) Reasons for involvement and/or non-involvement in the planning stages of governmental programs.

(5) Opinion of problems relating to the support and/or non-support of governmental programs.

(6) Information on the individual.

(7) Employment information.

The main purpose of Chapter V is to present a summary of the chapters developed in this thesis and to draw conclusions on the validity of the five sub-hypotheses tested and the general hypothesis itself. Problem areas encountered in the interviews are also discussed.

In Chapter VI, the purpose is to outline operative planning tools and techniques to be eventually used by management people in social action programs as well as by people interested in the area of community development. It is also the intent of the chapter to carry the concept of the planning thesis one step further, from that of proving or disproving a hypothesis to that of offering a plan of action in the form of a proposed methodology.

Finally, Chapter VI discusses some of the planning tools and techniques individuals need to insure that critical objectives of a project are identified early in the planning process for a given community.

## Conclusions

The objective of this thesis was to test the main hypothesis by determining the attitude and opinions of Mexican-American leaders toward sub-hypotheses derived from the main hypothesis. The main hypothesis is as follows: The involvement of Mexican-Americans in the planning process is necessary if effective programs to involve the Mexican-American community are to be implemented.

In order to accomplish this objective, the interview-questionnaire was divided into seven sections. The first five of the sub-sections covered the five sub-hypotheses.

(1) Attitudes toward governmental programs. The sub-hypothesis of this sub-section was as follows: The attitude of Mexican-Americans toward governmental programs involving the Mexican-American community should prove to be both desirable and positive.

The objective of this sub-section was to determine the interviewee's attitude and opinion about governmental programs which claim to benefit the Mexican-American community. A majority of 52 percent of the individuals interviewed responded that the Office of Economic Opportunity was a desirable identifier of goals and values held by the Mexican-American community. Also, in another question, when the same individuals were asked if they thought the Concentrated Employment Program (C.E.P.) was a good example of the way government helps the Mexican-American community, an overwhelming majority of 98 percent of the individuals interviewed responded in the affirmative.

Therefore, the series of responses to the questions in this sub-section substantiated the sub-hypothesis.

(2) Participation in governmental programs. The sub-hypothesis of this sub-section was as follows: The participation of Mexican-Americans

in governmental programs involving the Mexican-American community should prove to be both accepted and encouraged.

The main objective of this sub-section was to determine both the amount of participation in Mexican-American community affairs the interviewees thought other people should undertake and the amount of participation which the interviewee was both willing and able to undertake himself.

In this series of questions, the individuals were asked if citizen participation was an effective means for injecting the values and goals of the Mexican-American community into the planning process. A majority of 76 percent of the individuals interviewed responded in the affirmative. Next, the individuals were asked if they ever attended meetings and/or worked on committees for Mexican-American community affairs. A majority of 97 percent of the individuals interviewed responded in the affirmative. Finally, the individuals were asked what they thought of some people from the Mexican-American community who take part in Mexican-American community affairs of the type which should be reflected in community-wide planning. A majority of 98 percent again answered in the affirmative, that is, "desirable."

As a result of the findings of this sub-section, the sub-hypothesis was substantiated.

(3) Opinion survey as to who should support and promote the governmental programs. The sub-hypothesis of this sub-section was as follows: An opinion survey as to who should support and promote the

governmental programs in the Mexican-American community will reveal that more political participation is a method of supporting such governmental programs.

First, this sub-section dealt with the priorities of needs within the Mexican-American community and whether or not needs, as identified by governmental planners, were perceived differently by those interviewed. Secondly, the interviewees were asked if they thought becoming informed about the issues would be a way of supporting efforts to introduce the values and goals of the Mexican-American community into the planning process. A majority (98 percent) of the individuals interviewed responded in the affirmative. Thirdly, 80 percent of the individuals interviewed responded that citizen participation was the most effective way to identify the real goals and values of the Mexican-American community so that they could be communicated to those doing the actual planning.

In another question, the interviewees were asked if they thought having a voice in setting up such a governmental program would be an effective way of developing a means for placing more Mexican-Americans in governmental positions at such a level that they would be effective in influencing planning policy. A majority (80 percent) of the individuals interviewed responded in the affirmative. Therefore, the responses given appear to support this sub-hypothesis.

(4) Reasons for involvement and/or non-involvement in the planning stages of governmental programs. The sub-hypothesis of this sub-section was as follows: The amount of involvement in the planning stages of

governmental programs should prove to be positively correlated with the perception of the effectiveness of Mexican-American involvement.

First, the interviewees were asked if they thought that Mexican-Americans working as responsible members of policy-making staffs would be effective in getting the goals and values of the Mexican-American community reflected in the plans developed. A majority (84 percent) of the individuals interviewed responded in the affirmative. Secondly, the interviewees were given a "forced" choice question which was designed to determine, from their point of view, the main objective of present governmental programs to place Mexican-Americans in governmental positions. A slight majority (52 percent) of the individuals interviewed responded by stating such governmental programs were an act of tokenism on the part of the government. Thirdly, the interviewees were asked their opinions on how one might get more people from the Mexican-American community involved in the planning stages of governmental programs. A majority (63 percent) of the individuals interviewed stated that the most desirable method of involving people was by having neighborhood meetings issue-orientated and by door-to-door contact by paid personnel.

Thus, the responses received from the individuals interviewed tend to substantiate the sub-hypothesis.

(5) Opinions concerning problems relating to the support and/or non-support of governmental programs. The sub-hypothesis of this sub-section was as follows: The opinions regarding problems relating to the support and/or non-support of governmental programs should offer insight into alternative solutions to these problems.

First, the interviewees were asked if they thought Mexican-Americans should compete on an equal level with Anglo-Americans for the same jobs. (This was regardless of whether those jobs are in government or not.) A majority (68 percent) of the individuals interviewed responded in the affirmative. Secondly, the interviewees were asked for possible alternative solutions to open competition for responsible positions which have the opportunity to influence policy-making. A plurality (30 percent) of the individuals interviewed mentioned that a long-range educational on-the-job training program would have to be developed. However, a short-range goal, as stated by the interviewees, can be the implementation of a quota system for qualified minority group members in responsible governmental planning positions. Thirdly, the interviewees were asked the following: (1) whether or not they thought that, as a Mexican-American gets more education, he is more likely to be accepted into planning positions by Anglo-Americans. A majority (88 percent) of the individuals interviewed responded in the affirmative. (2) Next, the interviewees were asked if they thought it true that Mexican-American college graduates in governmental positions tended to reflect Anglo-American goals and values more than those of the Mexican-American community and, therefore, lose their effectiveness as community spokesmen. A slender majority (52 percent) of the individuals interviewed answered in the affirmative.

However, the overall interview-questionnaire responses for this sub-section indicated a substantiation of the sub-hypothesis.

Sections (6) and (7) were designed in an attempt to relate personal characteristics with the interviewees' responses to previous questions and, thus, to determine if there was a correlation between their economic, occupational, and social class and their responses to the questions asked during the interview.

(6) Information on the individual. This sub-section consisted of asking the interviewees their occupation and how long they have been employed at their current job, their level of education, and whether or not they considered themselves a member of a minority group. Lastly, the interviewees were asked to describe their ability to speak the Spanish language.

A majority (68 percent) of the individuals interviewed indicated their occupation was in a governmental or governmental-related agency. Also, a combined majority (64 percent) indicated they have been employed at their job for three years or less. Finally, a majority (56 percent) of the individuals interviewed indicated they were college graduates.

After a review of the responses, the conclusions were reached that: First, the interviewees were not a typical cross-section of the Mexican-American community. Secondly, there apparently exists no positive correlation between the interview-questionnaire responses in the sub-section Information on the individual and the variations in the interviewees' total responses.

(7) Employment information. The interviewees were asked their approximate income level from all sources for the year 1970. This question

was asked to help determine their economic class, and to use as indicator of their possible social classification.

A majority (68 percent) of the individuals interviewed indicated their income was greater than $8,000. As a result, this writer, after much review, found no positive correlation between the question asked in the sub-section and the variations in the interviewees' total interview-questionnaire responses.

## Substantiation of Hypothesis

The main hypothesis of this thesis appears to have been validated as a result of the analysis and interpretation of the data from this study. The hypothesis is that the involvement of Mexican-Americans in the planning process is necessary if effective programs to involve the Mexican-American community are to be implemented.

However, such a value-orientated hypothesis is really very difficult to test because of the difficulty in rationalizing human values. The conclusions reached reflect the attitudes and opinions of a select group of people.

## Problem Areas

Problems were encountered in several areas of the interview process. Among them was the opening of the interview since the social atmosphere of the interview significantly affected the extent to which pertinent responses were elicited and the ease with which this was accomplished. A tedious and drawn-out interview was usually a profitless one. The interviewer tried very hard to establish the tone of the interview by clarifying, at the very beginning, the objectives of the questions and by clearly outlining his role as well as that of the interviewees. It was necessary for the interviewer to set the stage so that participants would develop a genuine interest in expressing their opinions.

Nevertheless, it seemed appropriate that the interviewer provide an informed basis for rapport by clarifying the objectives of the interview. From the beginning of the interview, the emphasis was put upon the actual experience of the interviewees and their reactions to certain situations and questions.

A problem which was encountered in the interviewing was the need to define the use of idioms. In everyday life, people generally recognize that age, education, occupation, and class status tend to produce or be associated with more or less distinctive vocabularies and styles or speech. It was important, therefore, that the interviewer not lose sight of these familiar, though often unformulated, patterns of variation. For example, the word "Chicano" means many things to many people according generally to age, education, and ethnic origin. Therefore, from the outset, the choice of language was related to the level of formal education, age, and social statuses of the interviewees. This meant that when the interviewer spoke in the vernacular, he retained the colloquialisms in which the interviewees used to describe their experiences.

Secondly, during the interview, there was a tendency toward biasing the results. When an interviewer agreed or disagreed with what an interviewee had said, he was, of course, turning attention to the correctness of the responses. Thus the interviewer invited proper, rather than authentic, reports. The interviewees became progressively less oriented toward the responses they actually had and progressively more oriented toward what they have been given to understand was the appropriate response.

Thirdly, a defense of the ego feelings on the part of the interviewer tended to occur. On occasion, the interviewer could have delivered a sentiment or opinion without being aware that he was doing so. The interviewer may have thought that he was engaged only in helping to draw out to the fullest what the speaker was trying to say. But what one regards as guidance, the interviewee may have taken as a reflection upon his intelligence and knowledgeability. In general, it seemed preferable to have a further question directed to the objective content of what was being said rather than to pounce upon a logically implicit conclusion. Few techniques are better to stem the flow of conversation than that of countering an apparent statement of fact, which is actually the expression of a sentiment, with proof that the alleged fact is simply not true.

A final problem which was encountered dealt with the treatment of interviewees' questions. On occasion, the interviewees attempted to reverse roles by directing questions to the interviewer. If the interviewer had responded to the manifest content of many of these questions and expressed his own sentiments, he would have only created more problems. When this type of situation arose, it was incumbent upon the interviewer to avoid responding to the overt content of the question and yet to encourage the interviewee to continue with his statement. A restatement recognized the legitimacy of the questions asked.

To conclude, the purpose of this chapter is to present a summary of the chapters developed in this thesis. The chapter attempts to draw conclusions on why the questions and their responses have a bearing on the main hypothesis by testing each of the five sub-hypotheses. This chapter also discusses the problem areas encountered in the interviews conducted.

What became evident, as a result of the thesis study, was the need for a comprehensive community development plan. The plan would include input from the Mexican-American community in programs that affect either directly and/or indirectly the Mexican-American community.

The final chapter attempts to follow up on identified community needs by offering positive recommendations to ameliorate the situational problems which exist within the Mexican-American community.

# CHAPTER VI

# RECOMMENDATIONS FOR IMPLEMENTATION OF THE PLANNING PROCESS

## Introduction

In developing social action proposals, the planning process has historically been one of gut feeling and brute force; that is, a program developer (generally the person that has worked on the proposal) has an idea centered around a series of needs. The proposal contained within it the grand design or set of goals for satisfying that need. Too often, the process of satisfying that need was derived within one person's head, and the program was administered with the tools that were available. Generally, in identified social problems, the tools that are used are those tools that have been developed years ago.

It is, therefore, the purpose of this chapter to outline more suitable, operative planning tools and techniques to be used eventually by management people in social action programs as well as by people interested in the area of community development. It is also the intent of this chapter to carry the concept of the planning thesis one step further, from that of proving or disproving a hypothesis to that of offering a plan of action in the form of a proposed methodology. Finally, this chapter will discuss some of the planning tools and techniques individuals need to insure that critical objectives of a project are identified early in the planning process for a given community.

The goals and critical objectives, once established in the development of a community and agreed upon by the community leaders, have been placed in narrative format with a brief description of the recipients of the program, their environment, and related information. Then a hierarchy of objectives has been developed. The hierarchy of objectives begins with the key objectives or goals.

## Goal Formulation

The goal statement for a given community provides a broad overall concept for satisfying the needs of the recipients. The goal of the Mexican-American community, as substantiated by the results of the interview-questionnaire, was as follows:

The validated hypothesis of this thesis is that the involvement of Mexican-Americans in the planning process is necessary if effective programs to involve the Mexican-American community are to be implemented.

Two more specific goals can be derived from this general goal. These are as follows:

(1) Mexican-Americans should be personally and directly involved in programs which affect their community.

(2) Citizen participation, education, and job training programs should be developed and coordinated with existing public service career programs within the Mexican-American community.

## Identification of Objectives

The objectives, as used in this thesis, are derived from the two basic goals. They offer an on-going, guiding creed. Indentured to the goals, however, are the objectives. The objectives, as defined here, generally deal with functional and measurable areas, and are as follows:

(1) The development of a citizen participation structure for the Mexican-American community is necessary in order to facilitate access to the decision-making and policy-making process.

(2) The development of a community health program and curriculum is necessary in order to ameliorate the health problems as identified within the Mexican-American community.

(3) The development of a public service career core curriculum is necessary in order to facilitate the entry of Mexican-Americans into governmental planning agencies.

(4) The development of a mental health program and curriculum is necessary in order to ameliorate the mental health problems as identified within the Mexican-American community.

(5) The development of a peripheral education and bilingual program is necessary in order to ameliorate the educational problems as identified within the Mexican-American community.

(6) The development of a social service program and curriculum is necessary in order to ameliorate the social service delivery problems as identified within the Mexican-American community.

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(7) The development of a counselor training program is necessary in order to provide counseling services for the students within the Mexican-American community.

(8) The development of an early childhood program and curriculum is necessary in order to ameliorate the pre-school educational needs of the children within the Mexican-American community.

## Implementation Procedure and Control Techniques

At the very onset of the project, a preliminary work breakdown structure should be developed and be included in the task definitions. The work breakdown structure[61] is nothing more than a list of specific objectives that must occur in order to achieve the critical objectives. The specific objectives have to be tangible and measurable as mentioned earlier. They describe human effort required. The work breakdown structure, then, is the first attempt at measuring the amount of work that must occur in order to achieve the objectives.

A work breakdown structure is essential to develop the first estimate of cost to achieve the objectives and requirements of the project. The specific objectives that are developed for the work breakdown structure can be assigned a charge number. A charge number is used to collect the various costs to show how much the achievement of a specific objective will total. This procedure is the first step in developing the finance control plan. An example of a work breakdown structure is shown in Figure 3, page 155.

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[61] Henry Matosoff, "Introduction to the Management of Social Action Programs," Lecture materials presented at a University of California Extension Class, Fresno, California, August 5, 1971. (Mimeographed)

An identified objective of this thesis is the development of a citizen participation structure for the Mexican-American community in order to facilitate access to the decision-making and policy-making process.

The specific objectives that are necessary to achieve that critical objective are: (1) Develop a program plan; (2) organize a task force; (3) survey existing resources; (3.1) source of existing structures; (3.2) community citizen programs; (3.3) legal ramifications; (3.4) short-range effects; (3.5) long-range effects; and (3.6) review and study data; and so on. (Refer to Appendix C, page 126, for further details on the specific objectives necessary to achieve the critical objective of the development of a citizen participation structure for the Mexican-American community in order to facilitate access to the decision-making and policy-making process.) Each of these specific objectives should be assigned a charge number so people working to develop the program plan, organize the task force, and survey existing resources, can collect costs to determine what it actually costs to achieve those specific objectives. These actuals, when compared to estimates, will show the effectiveness of the estimating process.

At the very beginning of the project, there is an estimate of the time that is required to perform those specific objectives. These

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estimates are generally developed by the functional group or agency that most likely will perform the work. It is necessary that one collect the costs that actually occur so that the evaluation and estimating process can occur. Estimating costs of specific objectives will tell one where the major elements of cost are going to be. In addition to the estimates of cost to achieve these specific objectives, it is important that these costs be time-phased so that one can tell when in the program the largest cash flow and work loan on functional groups to integrate programs will occur.

To develop this time-phasing of expenditures, milestone charts have been used (refer to Figure 2, page 154 , for an example of a milestone chart). This time relation of cost and required human effort is important in the functionalized structure of objectives because it tells when the peak load or peak manpower requirements will occur. This information provides a guide by which skills and resources can be synchronized to the appropriate peak usage periods.

The planners, in essence, develop the concept design and establish the parameters for all other groups. Once goals and objectives are set, then the planner should concentrate on the parameters of cost, quality, and schedule. The interfaces among specialized groups are made clear. This prevents excessive overlapping with major duplication of work and unnecessarily high costs.

The planners are encouraged to rely on other functional groups for input at this stage of the process. Given that the planning group has done its work and has acquired sufficient input from other functional groups such as community organizers, economic development specialists, the medical groups and so on, the working planning group then develops a more detailed work breakdown structure. They would assign times for completion for each specific objective plus an estimate of the amount of actual labor that has to occur for every specific objective. Once the work breakdown structure is complete, it is functionalized. This means that specific objectives are pulled out of the work breakdown structure and collected (work packages) for assignment to the functional group that can best do the work (assigned to the most efficient producer). This is called the functionalization of the work breakdown structure.

The final management review occurs after the planning priorities and the monies are allocated. The final management review is conducted to insure that the organization is prepared to implement the plan. Thereafter, on-going reviews are carried out to audit and monitor the budget, objectives achievement, and schedule performance of all groups engaged in the project activity.

Another significant item required, in addition to the identification of the goals and objectives and statement of work, is the task schedule against which work progress can be measured. The schedule for each specific task must be derived from and correlated with the integrated schedule plan for the entire planning process. Several scheduling techniques are available. Criteria for selection from these options include the following:

(1) The schedule for each task must be directly correlated with the statement of work and form the basis upon which the time-phased task budget is prepared.

(2) The technique selected must provide a capability not only for identifying a schedule problem within a specific task, but also for identifying the impact of the problem upon all interfacing tasks and upon the overall program.

(3) No matter which technique is selected, meaningful and measurable milestones are essential on each task at no greater than monthly intervals.[62]

PERT network planning is particularly suited to scheduling "one-time-through" projects, especially when objectives need to be clearly defined and when complex interface relationships exist between tasks.[63] The PERT network planning technique requires a discipline of thought which will provide a sound basis for effective schedule and cost planning, controlling, and replanning. A summary description of the relationship between a PERT network plan and the task matrix is appropriate here:

(1) The work breakdown structure, task matrix, and task authorization define what is to be done, who is responsible and who will perform on each task.

(2) A network plan is an interrelated set of sequenced activities which describe how and in what sequence the work defined will be accomplished.

(3) With time estimates added, network planning will predict when the work can reasonably be done. With schedule added, it will contrast expectations with scheduled dates and show need for corrective action.[64]

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[62] "Program Management Functions," A Sylvania Electronic System Program Manual, PMM-1 (July, 1966), p. 11.

[63] "Program Financial and Schedule Control," A Sylvania Electronic Systems Program Manual, PMM-3 (July, 1966), p. 16.

[64] Ibid.

Several words of caution are necessary in discussing PERT:

(1) Too low a level of detail for activities and events will lead to confusion, frustration, and no more accurate results than with less detailed networks.

(2) PERT networks should be translated into milestone charts whenever status and forecast presentations are required.[65]

On the other hand, the line of balance technique is particularly suited to schedule planning and monitoring of repetitive operations, such as on-the-job training, where lead and processing cycle times can be reasonably well established.[66]

Here, also, the basis for the schedule plan is a network showing interface relationships, timing of each step, and interdependencies of the planning process. When status is measured at reasonable intervals, the resultant presentation will highlight the troublesome areas.

Where PERT network planning or LOB techniques are not appropriate, milestone scheduling must be utilized. A PERT network drawn on a linear time base would resemble a fine-grained milestone chart with restraints added.[67] Therefore, schedule milestones may be considered as the equivalent of network events in that they define specific "points in time." They should be meaningful and measurable and have a clearly recognizable cut-off point. Just as with budgets, schedule milestones will not be changed unless the task scope is changed, replanning and current forecasts will not alter the original schedule.

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[65] Ibid.

[66] Ibid.

[67] Ibid.

Still another item which should be discussed is the estimating work sheet.[68] Early in the organizational structure, the work planning group has to start gathering information from all of the functional groups that will be involved in the project. It is necessary that the work planning groups and functional groups submit an estimating work sheet on what the requirements will be in terms of skills, money, and time. The estimator then estimates how long it will take the particular functional group to perform for the contractual requirements. If there is a variance from what the estimators sees the job to be, the estimator is asked to include assumptions that explain the expenditures of time.

Following the functionalization of the work breakdown structure and assignment of estimating work sheets to the functional groups, the work planners will prepare for the actual development of the project cost estimate. Each of these functional groups will get a listing of the critical-contractual information; and invariably, the listing will need additional explanations. If, in the submission of the estimated work sheets, sufficient variances occur, these variances should be properly documented. The variances should be kept in a log and should be summed up in order to show the total contractual variance from the originally intended proposal. The total effort should be identified, and this effort then transferred to the cost accountant who assigns a dollar figure to the hours or days of direct labor required for each function. Upon receipt of an estimate, the planner should carefully go through the estimate to insure that: "(1) The estimate is complete and properly approved by the person responsible for the function; (2) the assumptions should be clear in the estimate, review all estimates to be sure the estimator is clear in presenting any variance; and (3) based on past experience, the planner should insure that the estimate that came in is reasonable and that it does reflect an understanding of the task."[69]

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[68] _Ibid_., p. 17.

## Project Evaluation and Analysis Criteria

A particularly significant item required in the overall planning process is the project evaluation and analysis process. The evaluation and analysis process should not ignore the political and legislative constraints that are pertinent. The analysis process should seek to optimize resource allocation within these constraints. On the other hand, a cost-benefit analysis can seldom provide complete answers. The cost-benefit analysis is intended primarily to provide information to the planner concerning the major trade-offs and implications existing among the alternatives considered. Probably the most important limitations on the undertaking a meaningful evaluation and analysis are the following:

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[69] Ibid.

(1) Problems in defining the real objectives;

(2) The presence of multiple, incommensurable benefits;

(3) Inadequacies of data relevant to the analysis; and

(4) Difficulties in considering a time stream of cost and benefits and not simply the evaluation of costs and benefits for a single point in time.[70]

The need for evaluation criteria arises because funds and physical resources are scarce; there is not enought available to satisfy all needs and proposals. Thus, the problem of choice arises, and evaluation of proposals is needed to make the best use of available resources. To perform this evaluation, it is necessary to identify specific criteria that can be used to evaluate performance against the objectives previously identified.

The criteria for project evaluation and analysis should have the following general properties:

(1) Each criterion should be relevant and important to the specific problem for which it is to be used;

(2) Together, the criteria used for a specific problem should consider all major effects relative to the objectives; and

(3) Each of the criteria should be capable of meaningful quantification. In other words, the criteria should provide a specific basis on which to evaluate the contribution that each alternative course of action makes to the identified objectives.[71]

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[70] Harry P. Hatry, "Criteria for Evaluation in Planning State and Local Programs," in Program Budgeting and Benefit-Cost Analysis, Cases, Text, and Readings, ed. by Harley H. Hinricks and Grame M. Taylor (Pacific Palisades, California: Goodyear Publishing Company, Inc., 1969), p. 97-98.

[71] *Ibid.*, p. 99-100.

An important aspect of project evaluation and analysis is the identification of the specific population groups that receive benefits from each of the proposed projects. Therefore, it will often be appropriate to break down further certain of the criteria into subcriteria in order to distinguish specific clientele or target groups.[72]

The one common criterion in all problems of choosing among alternative projects is the monetary effects of each alternative.[73] The term "monetary criterion," as used here, refers to the actual dollar changes that would occur (for each alternative objective), but not including dollar value. These dollar changes should be considered in the overall project evaluation and analysis.

Also, intangible criteria will always exist. Since even the type of criteria recommended falls short of indicating ultimate value or ultimate human benefit, and even if all the listed criteria could be satisfactorily quantified, intangibles would still remain.[74]

To conclude, project evaluation and analysis, with the use of such recommended criteria, can only aim at improving the relative information at hand. It does not, nor should not, provide definitive answers for project selection. The ultimate selection should be begun by the community which is potentially going to receive the benefits or penalties of the identified courses of action.

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[72] Ibid., p. 106.

[73] Ibid., p. 109.

[74] Ibid., p. 114.

## Final Summary

The intent of this chapter is to carry the concept of the planning thesis one step further than that of proving or disproving the hypothesis. This chapter offers a plan of action in the form of a proposed methodology. This chapter also outlines some of the planning tools and techniques individuals need to insure that critical objectives of a project are identified early in the planning process within a given community.

# APPENDIXES

# APPENDIX A. FINALIZED INTERVIEW-QUESTIONNAIRE

## QUESTIONNAIRE RELATIVE TO THE ATTITUDES OF MEXICAN-AMERICANS TOWARD MEANS OF INVOLVEMENT IN THE PLANNING PROCESS

A. Attitudes toward governmental programs.

1. What is your opinion of the Office of Economic Opportunity as an identifier of goals and values held by the Mexican-American community?

__________Desirable
__________Undesirable
__________No Opinion

Why________________________________________________________________

____________________________________________________________________

____________________________________________________________________

2. Various people have differing opinions about governmental programs to help the Mexican-American community make its goals and values a part of the planning process. Which of the following do you agree with?

__________(a) Such programs are making good progress
__________(b) Such programs are making fair progress
__________(c) Such programs are making slow but steady progress
__________(d) Such programs are not making enough progress
__________(e) Such programs are not worthwhile

3. Have you ever heard of the Concentrated Employment Program also known as (C.E.P.)?

__________ Yes
__________ No

4. If answer is yes, in what connection have you heard of the Concentrated Employment Program?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

5. Do you think the Concentrated Employment Program (C.E.P.) is a good example of the way government helps the Mexican-American community?

__________ Yes
__________ No
__________ Don't know

Why?_______________________________________________________________

____________________________________________________________________

____________________________________________________________________

B. Participation in governmental programs.

1. There is an organization called the Economic Opportunity Commission or (E.O.C.). Have you ever heard of this organization?

   __________ Yes
   __________ No

   If yes, where, when and how?______________________________

   __________________________________________________________

   __________________________________________________________

2. E.O.C. has what is called a citizen's night. During citizen's night, people from the community are invited to talk about problems which face their community. Have you ever heard of this practice?

   __________ Yes
   __________ No

   If yes, where, when and how?______________________________

   __________________________________________________________

   __________________________________________________________

3. Do you think this type of program is an effective means for injecting the values and goals of the Mexican-American community into the planning process?

   __________ Desirable
   __________ Undesirable
   __________ Don't know

   Why?______________________________________________________

   __________________________________________________________

   __________________________________________________________

   Why did you give your last answer?________________________

   __________________________________________________________

   __________________________________________________________

4. Have you ever attended meetings and/or worked on committees for Mexican-American Community affairs?

__________ Yes
__________ No
__________ Don't know

If answer to above is yes, give an example of how often you have done so in the past.

________________ per ____________________________
(times) (Time unit)

5. Do you at present attend such meetings or work on such committees?

__________ Yes
__________ No

If answer is yes, how often?

________________ per ____________________________
(times) (time unit)

6. There are some people from the Mexican-American community who take part in Mexican-American Community affairs of the type which should be reflected in community-wide planning. By this I mean they attend meetings and work on committees. What do you think of such practices?

__________ Desirable
__________ Undesirable
__________ No Opinion

Why? ________________________________________

____________________________________________

____________________________________________

7. We have been talking about participating in community affairs within the Mexican-American Community of the type which should be reflected in community-wide planning. If you had the chance, would you attend meetings and/or work on committees?

__________ Yes
__________ No
__________ Don't know

Why? ________________________________________

____________________________________________

____________________________________________

8. Do you think that you would be interested in taking part in talking over governmental programs with officials in public meetings before such programs actually got started if you knew about the opportunity in advance?

__________ Yes
__________ No
__________ Don't know

If answer is yes, how often would you take part?

______________________per______________________________
(times) (time unit)

C. Opinion surveys as to who should support and promote the governmental programs.

1. If you were planning to meet the needs of the Mexican-American community, what needs would you give the highest priority?

__________(a) Jobs
__________(b) Education
__________(c) Community organizations
__________(d) Community leaders
__________(e) Other______________________________

______________________________

______________________________

2. What priorities of needs within the Mexican-American community do you feel that present governmental planners have established that are different from your own?

______________________________

______________________________

______________________________

3. What do you think would be the most effective way of identifying the real goals and values so that they can be communicated to those doing the actual planning?

______________________________

______________________________

______________________________

4. Would you like to see more political commitment to programs like the Inner City Program in Fresno East?

_________ Yes
_________ No
_________ Don't know

If answer is yes, do you know of any specific programs which need support? (please list)

______________________________________________
______________________________________________
______________________________________________

5. Do you think becoming informed about the issues would be a way of supporting efforts to introduce the values and goals of the Mexican-American community into the planning process?

_________ Yes
_________ No
_________ Don't know

Why?___________________________________________
______________________________________________
______________________________________________

6. Do you think having a voice in setting up such a governmental program would be an effective way of developing a means for placing more Mexican-Americans in governmental positions at such a level that they would be effective in influencing planning policy?

_________ Yes
_________ No
_________ Don't know

Why?___________________________________________
______________________________________________
______________________________________________

D. Reasons for involvement and/or non-involvement in the planning stages of governmental programs.

1. Do you think that Mexican-Americans working as responsible members of policy making staffs would be effective in getting the goals and values of the Mexican-American community reflected in the plans developed?

_________ Yes
_________ No
_________ Don't Know

Why?________________________________________

____________________________________________

____________________________________________

2. The main objective of present governmental programs to place Mexican-Americans in governmental positions is as follows: (please check one)

__________(a) To reduce present political polarization between the Anglo and the Mexican-American communities.
__________(b) To give Mexican-Americans the opportunity to change policy in order to really reflect the values and goals of the Mexican-American community.
__________(c) It is an act of tokenism on the part of the government.
__________(d) No opinion

3. How can we get people from the Mexican-American community involved in the planning stages before a program like "Inner City" in Fresno East gets started? (open ended)

____________________________________________

____________________________________________

____________________________________________

4. Do you know a specific example of anybody from the Mexican-American Community who was in on the planning stages of such a program?

__________ Yes
__________ No
__________ Don't know

If answer is yes, give the specific example.

____________________________________________

____________________________________________

____________________________________________

E. Opinion of problems relating to the support and/or non-support of governmental programs.

1. Do you think it is fair for Mexican-Americans to compete with Anglo-Americans for the same jobs? (This is regardless of whether those jobs are in government or not.)

__________ Yes
__________ No
__________ Don't know

If response to question above was yes, what do you think is the biggest problem this means to the Mexican-American community? (open ended)

Give some additional problems or examples of problems. (please list)

2. What is the alternative to open competition for responsible positions which have the opportunity to influence policy-making? (open ended)

3. Do you think that as a Mexican-American gets more education he is more likely to be accepted into planning positions by Anglos?

__________ Yes
__________ No
__________ No opinion

4. Do you think it is true that Mexican-American college graduates in governmental positions tend to reflect Anglos goals and values more than those of the Mexican-American community and, therefore, lose their effectiveness as community spokesmen?

__________ Yes
__________ No
__________ Don't know

What is the reason for your answer? (open ended)

F. Information on the individual.

1. What is your occupation?

_________(a) Government
_________(b) Agricultural
_________(c) Construction
_________(d) Manufacturing
_________(e) Retail trade
_________(f) Service, repair
_________(g) Others, specify below

______________________________________________________________

2. How long have you been employed at this job?

_________ Years

_________ Months

3. What is the highest level of education completed?

_________ Grammer school
_________ Junior high school
_________ Senior high school
_________ Junior college
_________ Senior college
_________ College graduate

4. Do you consider yourself a member of a minority group?

_________ Yes
_________ No
_________ No opinion

5. How would you describe your ability to speak Spanish?

_________ Excellent
_________ Good
_________ Average, but not good
_________ Worse than average
_________ Poor

G. Employment Information

1. Approximate income, total for the year 1970 from all sources.

_________ Under $3,000
_________ $3,000 to 4,999
_________ $5,000 to 7,999
_________ $8,000 to 11,999
_________ Greater than $12,000

# APPENDIX B. SAMPLE TEST INTERVIEW-QUESTIONNAIRE

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# INTRODUCTION

The purpose of this questionnaire is to determine attitudinal differentiations within the Mexican-American community in the implementation of effective programs to incorporate Mexican-Americans into government. And also determine to what extent these programs should be based on planning processes that involve Mexican-American community publics.

The opinions and recommendations solicited in this questionnaire will be kept in the strictest confidence, therefore, it is recommended the participant not sign his/her name nor in any way record his/her name on this questionnaire.

The cooperation of the interviewees is critical to this survey. With the interviewees' cooperation one can better understand how the Mexican-American community views certain identified problems within the context of the planning process and how these identified problems relate to their lives.

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## QUESTIONNAIRE DATA

1. In your opinion, what are the major problems that face the Mexican-American community? (open-ended)

_______________________________________________

2. What does the Mexican-American community need most?

_______ (A) Jobs

_______ (B) Education

_______ (C) Community Organizations

_______ (D) Community Leaders

_______ (E) Open-Ended

_______________________________________________

3. What are the best ways of setting these goals? (open-ended)

_______________________________________________

4. There is an organization called the Economic Opportunity Commission or (E.O.C.). Have you ever heard of this organization?

_______ Yes

_______ No

If yes, where, when, and how?

_______________________________________________

5. This organization called E.O.C. has what is called a citizen's night. During citizen's night, people from the community are invited to talk about problems which face their community. Have you ever heard of this practice?

_______ Yes

_______ No

If yes, where, when, and how?

_______________________________________________

6. What do you think of this type of program?

_______ Desirable

_______ Undesirable

_______ Don't know

7. Why did you give your last answer?

____________________________________________

8. Have you ever attended meetings and/or worked on committees for Mexican-American Community affairs?

_______ Yes

_______ No

_______ Don't know

If answer to above is yes, give an example of how often you have done so in the past.

____________________ (times) per ____________________ (time unit)

9. Do you at present attend such meetings or work on such committees?

_______ Yes

_______ No

If answer is yes, how often?

____________________ (times) per ____________________ (time unit)

10. There are some people from the Mexican-American community who take part in Mexican-American Community affairs. By this I mean they attend meetings and work on committees. What do you think of such practices?

_______ Desirable

_______ Undesirable

_______ No opinion

If answer is desirable, can you think of any advantages? (please list)

____________________________________________

____________________________________________

____________________________________________

____________________________________________

Now, please rank order according to level of importance.

____________________________________________

____________________________________________

____________________________________________

____________________________________________

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If the answer is undesirable, can you think of any disadvantages? (please list)

________________________________________

________________________________________

________________________________________

________________________________________

Now, please rank order according to levels of importance.

________________________________________

________________________________________

________________________________________

________________________________________

11. For those who answered the last question desirable and/or worth the time, how often should somebody participate in Mexican-American Community affairs?

____________ (times) per ____________ (time unit)

12. We have been talking about participating in community affairs within the Mexican-American Community. If you had the chance, would you attend meetings and/or work on committees?

_______ Yes

_______ No

_______ Don't know

If answer is yes, can you recall any advantages in doing so? (please list)

________________________________________

________________________________________

________________________________________

________________________________________

Now, please rank order according to level of importance.

________________________________________

________________________________________

________________________________________

________________________________________

If the answer is no, can you recall any disadvantages in doing so? (please list)

________________________________________

________________________________________

________________________________________

________________________________________

Now, please rank order according to level of importance.

________________________________________

________________________________________

________________________________________

________________________________________

13. What is your overall impression of governmental poverty programs?

_______ Desirable

_______ Undesirable

_______ No opinion

If answer is desirable, can you remember some advantages? (please list)

________________________________________

________________________________________

________________________________________

________________________________________

Now, please rank order according to level of importance.

______________________________________________

______________________________________________

______________________________________________

______________________________________________

If answer is undesirable, can you remember some disadvantages? (please list)

______________________________________________

______________________________________________

______________________________________________

______________________________________________

Now, please rank order according to level of importance.

______________________________________________

______________________________________________

______________________________________________

______________________________________________

14. Would you like to see more governmental support for programs like the Inner City Program in Fresno East?

_______ Yes

_______ No

_______ Don't know

If answer is yes, do you know of any examples? (please list)

______________________________________________

______________________________________________

______________________________________________

______________________________________________

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Now please rank order according to level of importance.

______________________________________________

______________________________________________

______________________________________________

______________________________________________

If answer is no, do you know of any reasons? (please list)

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Now, please rank order according to level of importance.

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15. Do you think there are governmental programs in existence that help the Mexican-American Community?

_______ Yes

_______ No

_______ Don't know

Explain why you gave previous answer.

______________________________________________

If answer is yes, can you think of any examples? (please list)

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Now, please rank order according to level of importance.

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16. Also, if answer to above was yes, do you think that the number and quantity of such programs is sufficient?

_______ Yes

_______ No

_______ Don't know

17. If answer to above was no, would you like to see more governmental programs to help the Mexican-American Community?

_______ Yes

_______ No

_______ Don't know

Explain why you gave your answer.

________________________________________

18. Have you ever heard of the Self-Help Housing Program?

_______ Yes

_______ No

If yes, in what connection have you heard of this program?

________________________________________

19. The Self-Help Housing Program was started to help rural people build their own homes. Do you think this kind of program is worthwhile?

_______ Yes

_______ No

_______ Don't know

20. If answer to above is either yes or no, give reason why.

________________________________________

21. Various people have differing opinions about such governmental programs to help the Mexican-American Community. Which of the following statements do you agree with:

______ (A) such programs are making good progress.

______ (B) such programs are making fair progress.

______ (C) such programs are making slow but steady progress.

______ (D) such programs are not making enough progress.

______ (E) such programs are not worthwhile.

22. If there were to be more governmental programs to help the Mexican-American Community, can you recall any examples of this type of governmental program? (please list)

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Now, please rank order according to level of importance.

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List reasons why you chose these examples and rank order them according to level of importance.

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23. Here are some specific examples of governmental programs that some people say will help the Mexican-American Community. What type of governmental programs to help the Mexican-American Community would you like to see more of?

______ Self-Help Housing Programs (low interest loans)

______ Concentrated Employment Programs.

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______ New Careers Programs

______ Economic Opportunity Poverty Programs

______ Give your own example.

24. Tell why you gave your answer to the last question.

______________________________

25. Do you think there are at present any such governmental programs where the government undertakes to get more Mexican-Americans into government?

______ Yes

______ No

______ Don't know

If answer is yes, do you know of any examples? (please list)

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Now, please rank order according to level of importance.

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If answer is no, do you know of any reason? (please list)

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Now, please rank order according to level of importance.

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26. Previously, this questionnaire has mentioned the Self-Help Housing Program which was started to help rural people build their own homes. Do you think this program is a practical way of helping the Mexican-American community?

_______ Yes

_______ No

_______ Don't know

If answer is yes, can you think of any advantages? (please list)

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Now, please rank order according to level of importance.

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If answer is no, can you think of any disadvantages? (please list)

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Now, please rank order according to level of importance.

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27. Have you ever heard of the Concentration Employment Program also known as (C.E.P.)?

_______ Yes

_______ No

28. If answer is yes, in what connection have you heard of the Concentrated Employment Program?

________________________________________

29. Do you think the Concentrated Employment Program (C.E.P.) is a good example of the way government helps the Mexican-American community?

_______ Yes

_______ No

_______ Don't know

If answer is yes, can you recall any advantages? (Please list)

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Now, please rank order according to level of importance.

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If answer is no, can you recall any disadvantages? (Please list)

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Now, please rank order according to level of importance.

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30. Have you ever heard of the New Careers Program, also known as N.C.P.?

_______ Yes

_______ No

If answer is yes, in what connection have you heard of the New Careers Program?

________________________________________

If answer is no, can you remember any disadvantages? (Please list)

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Now, please rank order according to level of importance.

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31. Give what you think is the one best Governmental Program which helps the Mexican-American Community.

________________________________________

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32. Do you know of any additional examples of such programs that you think now help the Mexican-American Community. (Please list)

Now, please rank order according to level of importance.

33. How can governmental organizations best help you? (open-ended)

34. Some of the examples spoken of so far can be thought of as directed toward the aim of placing Mexican-Americans into governmental positions. Do you think this is a desirable aim?

_______ Yes

_______ No

_______ Don't know

If answer is yes, can you think of any advantages? (Please list)

Now, please rank order according to level of importance.

If answer is no, can you think of any disadvantages? (Please list)

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Now, please rank order according to level of importance.

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35. Do you think people from the Mexican-American Community should participate in governmental programs similar to Inner City in Fresno East?

______ Yes

______ No

______ Don't know

If answer is yes, can you recall any examples? (Please list)

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Now, please rank order according to level of importance.

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If answer is no, can you recall any reasons? (Please list)

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Now, please rank order according to level of importance.

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36. Do you think it is possible for people from the Mexican-American Community to be in on the planning stages before a program like Inner City in Fresno East gets started?

_______ Yes

_______ No

_______ Don't know

37. Do you know a specific example of anybody from the Mexican-American Community who was in on the planning stage of such a program?

_______ Yes

_______ No

_______ Don't know

If answer is yes, give the specific example. (Open-ended)

38. Do you think it is desirable for people from the Mexican-American Community to be in on the planning stages before a program like Inner City in Fresno East gets started?

_______ Yes

_______ No

_______ Don't know

If answer is yes, can you remember any advantages? (Please list)

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Now, please rank order according to level of importance.

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If answer is no, can you remember any disadvantages? (Please list)

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Now, please rank order according to level of importance.

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39. Do you think people from the Mexican-American Community should talk over governmental programs with governmental officials before such programs actually got started?

______ Yes

______ No

______ Don't know

If answer is yes, do you know of any advantages? (Please list)

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Now, please rank order according to level of importance.

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If answer is no, do you know of any disadvantages? (Please list)

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Now, please rank order according to level of importance.

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40. Do you think that you would take part in talking over governmental programs with governmental officials in public meetings before such programs actually got started?

_______ Yes

_______ No

_______ Don't know

If answer is yes, how often would you take part?

_______________ (times) per _______________ (time unit)

Next, to what extent would you take part? (Open ended)

____________________________________________________

Also, if answer is yes, can you think of any advantages? (Please list)

____________________________________________________

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Now, please rank order according to level of importance.

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If answer is no, can you think of any reasons? (Please list)

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Now, please rank order according to level of importance.

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41. Do you think Anglo-Americans have employment advantages in terms of better education and better training?

______ Yes

______ No

______ Don't know

42. If answer to above is yes, do you think it is fair for Mexican-Americans to compete with Anglo-Americans for the same jobs? (This is regardless of whether those jobs are in government or not.)

_______ Yes

_______ No

_______ Don't know

43. If response to question above was yes, what do you think is the biggest problem this means to the Mexican-American Community? (Open ended)

44. Give some additional problems or examples of problems. (Please list)

Now, please rank order according to level of importance.

45. Do you think becoming informed of the issues would be a way of supporting such efforts to place Mexican-Americans in governmental positions?

_______ Yes

_______ No

_______ Don't know

46. Do you think having a voice in setting up such a governmental program would be a way of supporting such efforts to place Mexican-Americans in governmental positions?

_______ Yes

_______ No

_______ Don't know

47. Do you think meeting with other members of the community to talk about problems involved in such a governmental program would be a way of supporting such efforts to place Mexican-Americans in governmental positions?

_______ Yes

_______ No

_______ Don't know

48. Do you think such programs to place more Mexican-Americans in government would put too much emphasis on just a few Mexican-Americans who would benefit directly from such programs?

_______ Yes

_______ No

_______ Don't know

49. In your opinion, do you think it is better to work through (A) existing organizations or (B) elected representatives to reach the desired goal of involving Mexican-Americans in the governmental planning process?

_______ (A) Existing organizations

_______ (B) Elected representatives

_______ (C) Both elected representatives and existing organizations

_______ (D) Don't know

If answer is (A) existing organizations, what are some examples of advantages? (Please list)

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Now, please rank order according to level of importance.

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If answer is (B) elected representatives, what are some examples of advantages? (Please list)

Now, please rank order according to level of importance.

# APPENDIX C.  COURSES OF ACTION

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## Introduction

Each of the aforementioned objectives must be matched with measurable and specific performance criteria. The objectives of any given community are, by definition, tangible and measurable. They identify human effort that will be expended to achieve the identified objectives and in turn satisfy the goals of the community. Given that a hierarchy of objectives has been developed, a flow diagram of the master plan for a series of courses of action implementing the projects can also be developed.

1. The development of a citizen participation structure for the Mexican-American community is necessary in order to facilitate access to the decision-making and policy-making process.

    1.1 Develop program plan

    1.2 Organize task force

    1.3 Survey existing resources

        1.3.1 Sources of existing structures

        1.3.2 Community citizen participation programs

        1.3.3 Legal ramifications

        1.3.4 Short-range effects

        1.3.5 Long-range effects

        1.3.6 Review and study data

    1.4 Establish baseline characteristics

        1.4.1 Review critical needs in procedural areas

        1.4.2 Population characteristics

        1.4.3 Review substantive function and description

        1.4.4 Establish design guidelines

        1.4.5 Determine peripheral needs

    1.5 Program design

        1.5.1 Working with individuals and groups

        1.5.2 First phase of the community review and approval process

        1.5.3 Use of community resources

    1.6 Review and approval

- 1.6.1 Second phase of community review and approval process
- 1.6.2 Public policy-makers review and approval
- 1.6.3 Staff review
- 1.6.4 Federal government guidelines review

1.7 Distribution

- 1.7.1 Publish manual section
- 1.7.2 Distribute manual to existing community groups
- 1.7.3 Hold block meetings to discuss project

1.8 Prepare to implement

- 1.8.1 Selection of interim officers and/or board and governing body
- 1.8.2 Select a permanent resource staff
- 1.8.3 Staff orientation
- 1.8.4 Select permanent meeting location
- 1.8.5 Consider carefully the cost and benefits of each alternative means of financing each possible citizen participation program approach:
    - 1.8.5.1 Current revenue source and budget
    - 1.8.5.2 Next year's revenue source and budget
    - 1.8.5.3 Bonds
    - 1.8.5.4 Cooperative financing more than one agency or organization providing funds and/or services
    - 1.8.5.5 Non-cash or existing resources--for example, pull together and use services already available to do a new or additional job
    - 1.8.5.6 Grants or loans

1.8.5.7 Some combination of the above

1.9 Actual implementation

1.9.1 Conduct further block meetings to inform the citizens of the need to participate in the planning process

1.9.2 Conduct elections from the census tracts in the community

1.9.3 Select permanent representatives from the social organizations in the community

1.9.4 Election of permanent office holders within the organization

1.9.5 Organize task forces to deal with the problems as identified by the community

1.9.6 Residents take problems to the task forces and work with the resource staff to develop program proposals and/or approaches to influence the decision-makers to solve the identified problems

Evaluation

Objectives completed

Financial report

Monthly report

Performance report

2. The development of a community health program and curriculum is necessary in order to ameliorate the health problems as identified within the Mexican-American community.

- 2.1 Develop program plan
- 2.2 Organize task force
- 2.3 Survey existing resources
    - 2.3.1 Source of trainees
    - 2.3.2 Review the programs of other schools and colleges
    - 2.3.3 Legal ramifications
    - 2.3.4 Short-range effects
    - 2.3.5 Long-range effects
    - 2.3.6 Review and study data
- 2.4 Establish baseline characteristics
    - 2.4.1 Review critical community health needs
    - 2.4.2 Review critical needs in vocational areas
    - 2.4.3 Population characteristics
    - 2.4.4 Review job descriptions
    - 2.4.5 Establish design guidelines
    - 2.4.6 Career ladder definition
    - 2.4.7 Peripheral educational needs
- 2.5 Program design
    - 2.5.1 Fundamentals of community health needs
    - 2.5.2 Concepts of health and illness
    - 2.5.3 Maternal health

- 2.5.4 Child growth and development
- 2.5.5 Nutrition consumer education
- 2.5.6 Community college general education curriculum

2.6 Review and approval

- 2.6.1 Community college review
- 2.6.2 Public service review
- 2.6.3 Total public health nurse interview
- 2.6.4 Nursing administration guideline review
- 2.6.5 Comprehensive health planning
- 2.6.6 Staff review and approval

2.7 Distribution

- 2.7.1 Community colleges
- 2.7.2 Publish manual section
- 2.7.3 Accredited school acceptance and articulation

2.8 Prepare to implement

- 2.8.1 Select a permanent staff
- 2.8.2 Select office site
- 2.8.3 Staff orientation
- 2.8.4 Secondary work schedule
- 2.8.5 Set up filing system
- 2.8.6 Board or governing body--approval of staff
- 2.8.7 Consider carefully the cost and benefits of each alternative means of financing each possible program approach:
    - 2.8.7.1 Current local revenue

2.8.7.2 Next year's city budget

2.8.7.3 Bonds

2.8.7.4 Cooperative financing--more than one agency or organization providing funds or services

2.8.7.5 Non-cash or existing resources--for example, pull together and use services already available to do a new or additional job

2.8.7.6 Grants or loans

2.8.7.7 Some combination of the above

2.9 Actual implementation

2.9.1 Select contractor

2.9.2 Medical exams

2.9.3 Deliver equipment

2.9.4 Conduct public information program

2.9.5 Implement training plan

2.9.6 Final management review

2.9.7 Submit cost report #1

2.9.8 Select trainees

Evaluation

Objectives completed

Financial report

Monthly report

Performance report

3. The development of a public service career core curriculum is necessary in order to facilitate the entry of Mexican-Americans into governmental planning agencies.

- 3.1 Develop program plan
- 3.2 Organize task force
- 3.3 Survey existing resources
  - 3.3.1 Source of trainees
  - 3.3.2 Review the programs of other schools and colleges
  - 3.3.3 Legal ramifications
  - 3.3.4 Short-range effects
  - 3.3.5 Long-range effects
  - 3.3.6 Review and study data
- 3.4 Establish baseline characteristics
  - 3.4.1 Review critical needs in professional vocational areas
  - 3.4.2 Population characteristics
  - 3.4.3 Review job description
  - 3.4.4 Establish design guidelines
  - 3.4.5 Career ladder definition
  - 3.4.6 Peripheral educational needs
- 3.5 Program design
  - 3.5.1 Working with individuals and groups
  - 3.5.2 Community development process
  - 3.5.3 Use of community resources
- 3.6 Review and approval

    - 3.6.1 Community college review and approval
    - 3.6.3 Staff review
    - 3.6.4 Social service training personnel review
- 3.7 Distribution
    - 3.7.1 Community college
    - 3.7.2 Public manual section
    - 3.7.3 Accredited school acceptance and articulation
- 3.8 Prepare to implement
    - 3.8.1 Select a permanent staff
    - 3.8.2 Select office site
    - 3.8.3 Staff orientation
    - 3.8.4 Secondary work schedule
    - 3.8.5 Set up filing system
    - 3.8.6 Board or governing body--approval of staff
    - 3.8.7 Consider carefully the cost and benefits of each alternative means of financing each possible program approach:
        - 3.8.7.1 Current local revenue
        - 3.8.7.2 Next year's city budget
        - 3.8.7.3 Bonds
        - 3.8.7.4 Cooperative financing--more than one agency or organization providing funds or services
        - 3.8.7.5 Non-cash or existing resources--for example, pull together and use services already available to do a new or additional job
        - 3.8.7.6 Grants or loans

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3.8.7.7 Some combination of the above

3.8.8 The City Council, Board of Supervisors and/or Board of Directors will have determining impact on which approach will finally be implemented

3.9 Actual implementation

3.9.1 Select contractor

3.9.2 Medical exams

3.9.3 Deliver equipment

3.9.4 Conduct public information program

3.9.5 Implement training plan

3.9.6 Final management review

3.9.7 Submit cost report #1

3.9.8 Select trainees

Evaluation

Objectives completed

Financial report

Monthly report

Performance report

4. The development of a mental health program and curriculum is necessary in order to ameliorate the mental health problems as identified within the Mexican-American community.

- 4.1 Develop program plan
- 4.2 Organize task force
- 4.3 Survey existing resources
    - 4.3.1 Source of trainees
    - 4.3.2 Review the programs of other schools and colleges
    - 4.3.3 Legal ramifications
    - 4.3.4 Short-range effects
    - 4.3.5 Long-range effects
    - 4.3.6 Review and study data
- 4.4 Establish baseline characteristics
    - 4.4.1 Review critical needs
    - 4.4.2 Population characteristics
    - 4.4.3 Review job descriptions
    - 4.4.4 Establish design guidelines
    - 4.4.5 Peripheral educational needs
- 4.5 Program design
    - 4.5.1 Applied psychology
    - 4.5.2 Group dynamics
    - 4.5.3 Child psychology
    - 4.5.4 Adolescent psychology
    - 4.5.5 Psychology of adjustment

4.6 Review and approval

    4.6.1 Community college review

    4.6.2 Public service careers review

    4.6.3 Staff review

    4.6.4 Mental health administration guidelines review

    4.6.5 Institute for health research review

4.7 Distribution

    4.7.1 Community colleges

    4.7.2 Publish manual section

    4.7.3 Accredited school acceptance and articulation

4.8 Prepare to implement

    4.8.1 Select a permanent staff

    4.8.2 Select office site

    4.8.3 Staff orientation

    4.8.4 Secondary work schedule

    4.8.5 Set up filing system

    4.8.6 Board or governing body--approval of staff

    4.8.7 Consider carefully the cost and benefits of each alternative means of financing each possible program approach:

        4.8.7.1 Current local revenue

        4.8.7.2 Next year's city budget

        4.8.7.3 Bonds

        4.8.7.4 Cooperative financing--more than one agency or organization providing funds or services

4.8.7.5 Non-cash or existing resources--for example, pull together and use services already available to do a new or additional job

4.8.7.6 Grants or loans

4.8.7.7 Some combination of the above

4.8.8 The City Council, Board of Supervisors and/or Board of Directors will have determining impact on which approach will finally be implemented

4.9 Actual implementation

4.9.1 Select contractor

4.9.2 Medical exams

4.9.3 Deliver equipment

4.9.4 Conduct public information program

4.9.5 Implement training plan

4.9.6 Final management review

4.9.7 Submit cost report #1

4.9.8 Select trainees

## Evaluation

Objectives completed

Financial report

Monthly report

Performance report

5. The development of a peripheral educational and bilingual program necessary in order to ameliorate the educational problems as identified within the Mexican-American community.

5.1 Develop program plan
5.2 Organize task force
5.3 Survey existing resources
5.3.1 Adult educational institutions
5.3.2 Review the programs of other schools and colleges
5.3.3 Four-year colleges
5.3.4 Short-range effects
5.3.5 Long-range effects
5.3.6 Review and study data
5.4 Establish baseline characteristics
5.4.1 Review critical needs in the area of bilingual education
5.4.2 Review critical needs in vocational areas
5.4.3 Population characteristics
5.4.4 Review job descriptions
5.4.5 Establish design guidelines
5.4.6 Career ladder definition
5.5 Program design
5.5.1 Working with bilingual individuals and groups
5.5.2 Community development process
5.5.3 Use of existing community resources
5.6 Review and approval

- 5.6.1 Community college review
- 5.6.2 Public service career review
- 5.6.3 Adult education review
- 5.6.4 County department guideline review
- 5.6.5 Related agency review
- 5.6.6 Staff review and approval

5.7 Distribution

- 5.7.1 Community colleges
- 5.7.2 Publish manual section
- 5.7.3 Accredited four-year school acceptance and articulation

5.8 Prepare to implement

- 5.8.1 Select permanent staff
- 5.8.2 Select office site
- 5.8.3 Staff orientation
- 5.8.4 Secondary work schedule
- 5.8.5 Set up filing system
- 5.8.6 Board or governing body--approval of staff
- 5.8.7 Consider carefully the cost and benefits of each alternative means of financing each possible program approach:
    - 5.8.7.1 Current local revenue
    - 5.8.7.2 Next year's city budget
    - 5.8.7.3 Bonds
    - 5.8.7.4 Cooperative financing more than one agency or organization providing funds or services

5.8.7.5 Non-cash or existing resources--for example, pull together and use services already available to do a new or additional job

5.8.7.6 Grants or loans

5.8.7.7 Some combination of the above

5.8.8 The City Council, Board of Supervisors and/or Board of Directors will have determining impact on which approach will finally be implemented

5.9 Actual implementation

5.9.1 Select contractor

5.9.2 Medical exams

5.9.3 Deliver equipment

5.9.4 Conduct public information program

5.9.5 Implement training plan

5.9.6 Final management review

5.9.7 Submit cost report #1

5.9.8 Select trainees

Evaluation

Objectives completed

Financial report

Monthly report

Performance report

6. The development of a social service program and curriculum is necessary in order to ameliorate the social service delivery problems as identified within the Mexican-American community.

- 6.1 Develop program plan
- 6.2 Organize task force
- 6.3 Survey existing resources
    - 6.3.1 Source of trainees
    - 6.3.2 Review the programs of other schools and colleges
    - 6.3.3 Legal ramifications
    - 6.3.4 Short-range effects
    - 6.3.5 Long-range effects
    - 6.3.6 Review and study data
- 6.4 Establish baseline characteristics
    - 6.4.1 Review critical needs in vocational areas
    - 6.4.2 Population characteristics
    - 6.4.3 Review job descriptions
    - 6.4.4 Establish design guidelines
    - 6.4.5 Career ladder definition
    - 6.4.6 Peripheral educational needs
- 6.5 Program design
    - 6.5.1 Introduction to the helping services
    - 6.5.2 Concepts of helping services
    - 6.5.3 Policies and issues in social services
    - 6.5.4 Ameliorate institutional racism

- 6.6 Review and approval
    - 6.6.1 Community college review
    - 6.6.2 Public service career review
    - 6.6.3 Social service supervisor interview
    - 6.6.4 Social service administration guideline review
    - 6.6.5 Other related agency (Human Resources Development)
- 6.7 Distribution
    - 6.7.1 Community colleges
    - 6.7.2 Publish manual section
    - 6.7.3 Accredited four-year school acceptance and articulation
- 6.8 Prepare to implement
    - 6.8.1 Select a permanent staff
    - 6.8.2 Select office site
    - 6.8.3 Staff orientation
    - 6.8.4 Secondary work schedule
    - 6.8.5 Set up filing system
    - 6.8.6 Board or governing body--approval of staff
    - 6.8.7 Consider carefully the cost and benefits of each alternative means of financing each possible program approach:
        - 6.8.7.1 Current local revenue
        - 6.8.7.2 Next year's city budget
        - 6.8.7.3 Bonds
        - 6.8.7.4 Cooperative financing--more than one agency or organization providing funds or services

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6.8.7.5 Non-cash or existing resources--for example, pull together and use services already available to do a new or additional job

6.8.7.6 Grants or loans

6.8.7.7 Some combination of the above

6.8.8 The City Council, Board of Supervisors and/or Board of Directors will have determining impact on which approach will finally be implemented

6.9 Actual implementation

6.9.1 Select contractor

6.9.2 Medical exams

6.9.3 Deliver equipment

6.9.4 Conduct public information program

6.9.5 Implement training plan

6.9.6 Final management review

6.9.7 Submit cost report #1

6.9.8 Select trainees

## Evaluation

Objectives completed

Financial report

Monthly report

Performance report

7. The development of a counselor training program is necessary in order to provide counseling services to the students within the Mexican-American community.

7.1 Develop program plan

7.2 Organize task force

7.3 Survey existing resources

7.3.1 Source of trainees

7.3.2 Review the programs of other schools and colleges

7.3.3 Legal ramifications

7.3.4 Short-range effects

7.3.5 Long-range effects

7.3.6 Review and study data

7.4 Establish baseline characteristics

7.4.1 Review critical needs in vocational areas

7.4.2 Population characteristics

7.4.3 Review job descriptions

7.4.4 Establish design guidelines

7.4.5 Trainees primary educational needs

7.5 Program design

7.5.1 Working with individuals and groups

7.5.2 Applied psychology

7.5.3 Group dynamics

7.5.4 Psychology of adjustment

7.5.5 Concepts of a helping service

7.6 Review and approval

  7.6.1 Community college review

  7.6.2 Public service career review

  7.6.3 County agency training personnel review

  7.6.4 Staff review

7.7 Distribution

  7.7.1 Community colleges

  7.7.2 Publish manual selection

  7.7.3 Accredited four-year school acceptance and articulation

7.8 Prepare to implement

  7.8.1 Select a permanent staff

  7.8.2 Select office site

  7.8.3 Staff orientation

  7.8.4 Secondary work schedule

  7.8.5 Set up filing system

  7.8.6 Board or governing body--approval of staff

  7.8.7 Consider carefully the cost and benefits of each alternative means of financing each possible program approach:

    7.8.7.1 Current local revenue

    7.8.7.2 Next year's city budget

    7.8.7.3 Bonds

    7.8.7.4 Cooperative financing--more than one agency or organization providing funds or services

7.8.7.5 Non-cash or existing resources--for example, pull together and use services already available to do a new or additional job

7.8.7.6 Grants or loans

7.8.7.7 Some combination of the above

7.8.8 The City Council, Board of Supervisors and/or Board of Directors will have determining impact on which approach will finally be implemented

7.9 Actual implementation

7.9.1 Select contractor

7.9.2 Medical exams

7.9.3 Deliver equipment

7.9.4 Conduct public information program

7.9.5 Implement training plan

7.9.6 Final management review

7.9.7 Submit cost report #1

7.9.8 Select trainees

## Evaluation

Objectives completed

Financial report

Monthly report

Performance report

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8. The development of an early childhood program and curriculum is necessary in order to ameliorate the pre-school educational needs of the children within the Mexican-American community.

8.1 Develop program plan
8.2 Organize task force
8.3 Survey existing resources
8.3.1 Sources of trainees
8.3.2 Review the program of other schools and colleges
8.3.3 Legal ramifications
8.3.4 Short-range effects
8.3.5 Long-range effects
8.3.6 Review and study data
8.4 Establish baseline characteristics
8.4.1 Review critical needs in vocational areas
8.4.2 Population characteristics
8.4.3 Review job description
8.4.4 Establish design guidelines
8.4.5 Career ladder definition
8.4.6 Peripheral educational needs
8.5 Program design
8.5.1 Work with bilingual individuals and groups
8.5.2 Community development process
8.5.3 Use existing resources
8.6 Review and approval

- 8.6.1 Community college review
- 8.6.2 Public service career review
- 8.6.3 Headstart review
- 8.6.4 Staff review
- 8.6.5 Review by related agencies

8.7 Distribution

- 8.7.1 Community colleges
- 8.7.2 Publish manual section
- 8.7.3 Accredited four-year school acceptance and articulation

8.8 Prepare to implement

- 8.8.1 Select a permanent staff
- 8.8.2 Select office site
- 8.8.3 Staff orientation
- 8.8.4 Secondary work schedule
- 8.8.5 Set up filing system
- 8.8.6 Board or governing body--approval of staff
- 8.8.7 Consider carefully the cost and benefits of each alternative means of financing each possible program approach:
    - 8.8.7.1 Current local revenue
    - 8.8.7.2 Next year's city budget
    - 8.8.7.3 Bonds
    - 8.8.7.4 Cooperative financing--more than one agency or organization providing funds or services

8.8.7.5 Non-cash or existing resources--for example, pull together and use services already available to do a new or additional job

8.8.7.6 Grants or loans

8.8.7.7 Some combination of the above

8.8.8 The City Council, Board of Supervisors and/or Board of Directors will have determining impact on which approach will finally be implemented

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8.9.1 Select contractor

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8.9.5 Implement training plan

8.9.6 Final management review

8.9.7 Submit cost report #1

8.9.8 Select trainees

Evaluation

Objectives completed

Financial report

Monthly report

Performance report

# APPENDIX D. FIGURES

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FIGURE I MASTER FLOW CHART PLAN

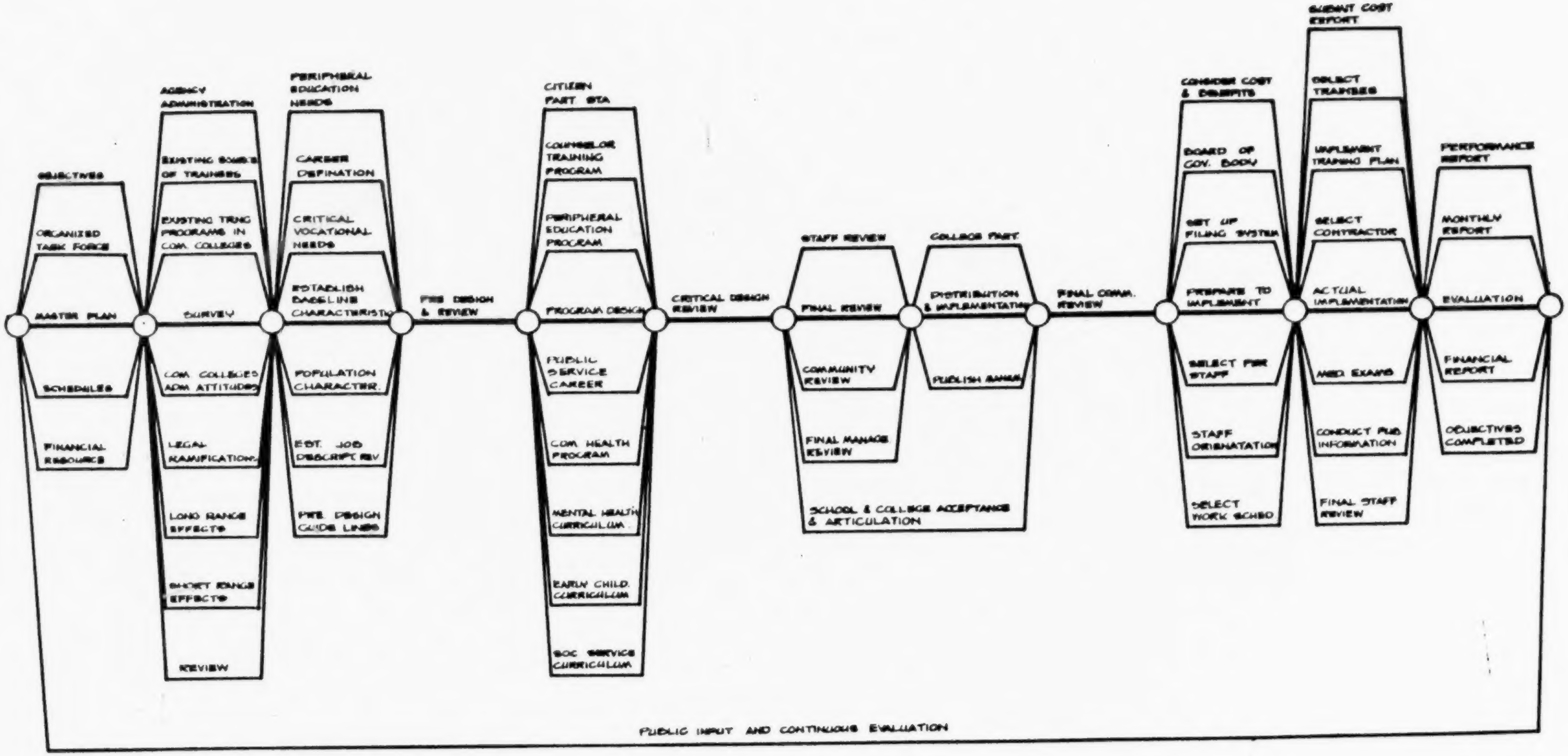

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FIGURE 2 MASTER SCHEDULE IN MILESTONE CHART

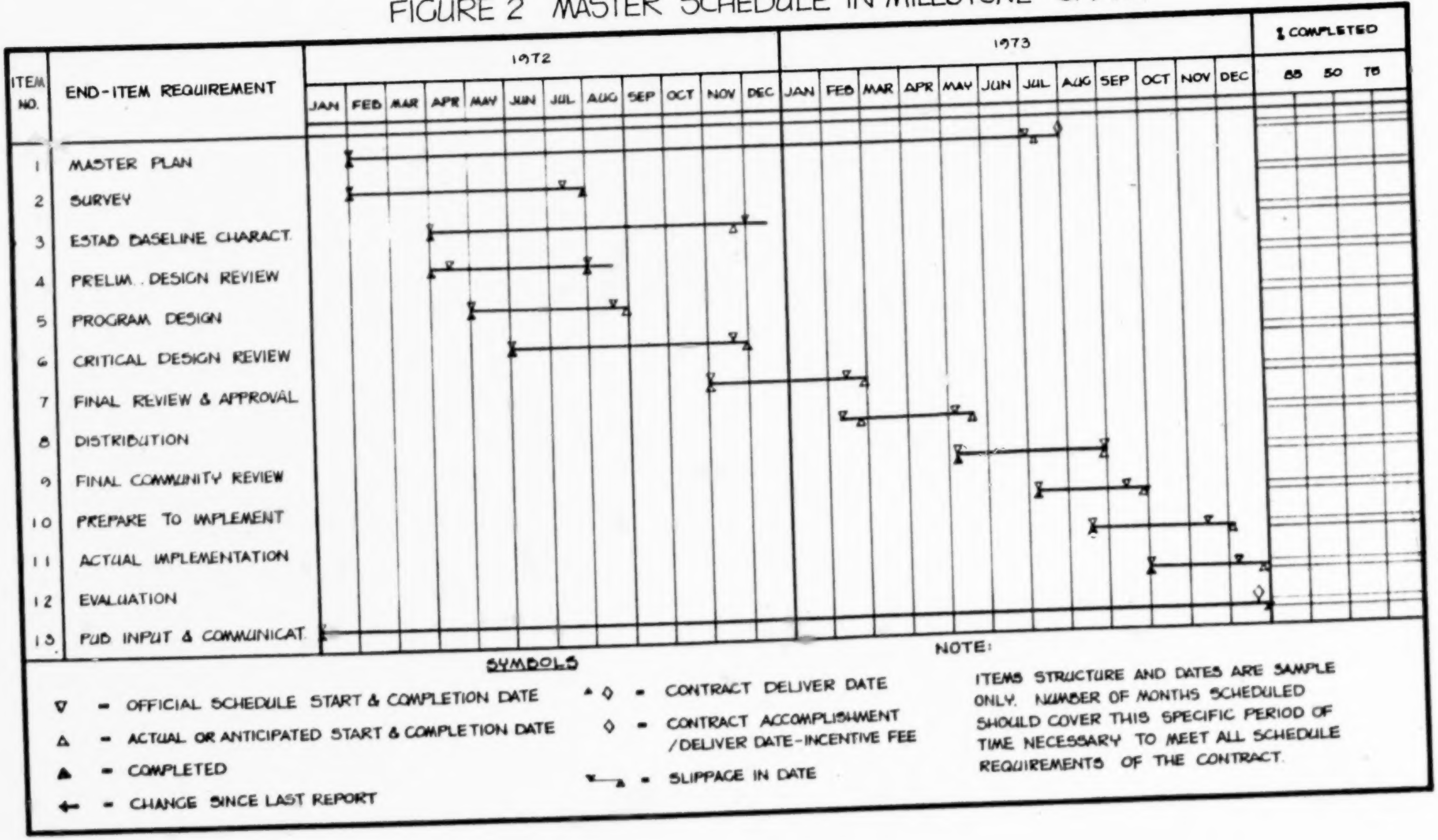
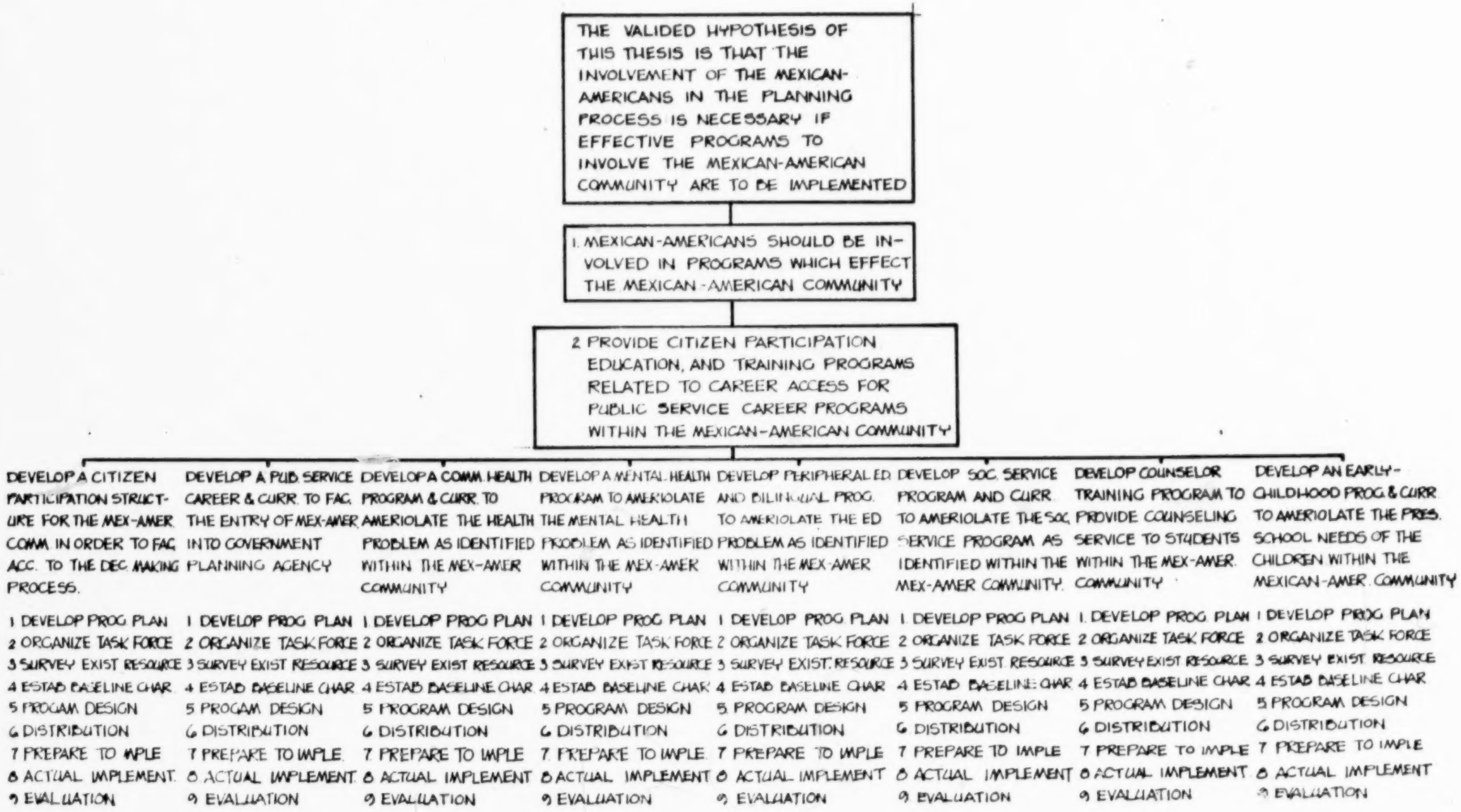


FIGURE 3 WORK BREAK DOWN SCHEDULE



THE VALIDED HYPOTHESIS OF THIS THESIS IS THAT THE INVOLVEMENT OF THE MEXICAN-AMERICANS IN THE PLANNING PROCESS IS NECESSARY IF EFFECTIVE PROGRAMS TO INVOLVE THE MEXICAN-AMERICAN COMMUNITY ARE TO BE IMPLEMENTED

1. MEXICAN-AMERICANS SHOULD BE INVOLVED IN PROGRAMS WHICH EFFECT THE MEXICAN-AMERICAN COMMUNITY

2 PROVIDE CITIZEN PARTICIPATION EDUCATION, AND TRAINING PROGRAMS RELATED TO CAREER ACCESS FOR PUBLIC SERVICE CAREER PROGRAMS WITHIN THE MEXICAN-AMERICAN COMMUNITY

| DEVELOP A CITIZEN PARTICIPATION STRUCTURE FOR THE MEX-AMER COMM IN ORDER TO FAC ACC. TO THE DEC MAKING PROCESS. | DEVELOP A PUB SERVICE CAREER & CURR. TO FAC. THE ENTRY OF MEX-AMER INTO GOVERNMENT PLANNING AGENCY | DEVELOP A COMM HEALTH PROGRAM & CURR. TO AMERIOLATE THE HEALTH PROBLEM AS IDENTIFIED WITHIN THE MEX-AMER COMMUNITY | DEVELOP A MENTAL HEALTH PROGRAM TO AMERIOLATE THE MENTAL HEALTH PROBLEM AS IDENTIFIED WITHIN THE MEX-AMER COMMUNITY | DEVELOP PERIPHERAL ED AND BILINGUAL PROG. TO AMERIOLATE THE ED PROBLEM AS IDENTIFIED WITHIN THE MEX-AMER COMMUNITY | DEVELOP SOC. SERVICE PROGRAM AND CURR. TO AMERIOLATE THE SOC SERVICE PROGRAM AS IDENTIFIED WITHIN THE MEX-AMER COMMUNITY. | DEVELOP COUNSELOR TRAINING PROGRAM TO PROVIDE COUNSELING SERVICE TO STUDENTS WITHIN THE MEX-AMER. COMMUNITY | DEVELOP AN EARLY-CHILDHOOD PROG & CURR TO AMERIOLATE THE PRES. SCHOOL NEEDS OF THE CHILDREN WITHIN THE MEXICAN-AMER. COMMUNITY |
|---|---|---|---|---|---|---|---|
| 1 DEVELOP PROG PLAN<br>2 ORGANIZE TASK FORCE<br>3 SURVEY EXIST RESOURCE<br>4 ESTAB BASELINE CHAR.<br>5 PROGAM DESIGN<br>6 DISTRIBUTION<br>7 PREPARE TO IMPLE<br>8 ACTUAL IMPLEMENT.<br>9 EVALUATION | 1 DEVELOP PROG PLAN<br>2 ORGANIZE TASK FORCE<br>3 SURVEY EXIST RESOURCE<br>4 ESTAB BASELINE CHAR<br>5 PROGAM DESIGN<br>6 DISTRIBUTION<br>7 PREPARE TO IMPLE.<br>8 ACTUAL IMPLEMENT.<br>9 EVALUATION | 1 DEVELOP PROG PLAN<br>2 ORGANIZE TASK FORCE<br>3 SURVEY EXIST RESOURCE<br>4 ESTAB BASELINE CHAR.<br>5 PROGRAM DESIGN<br>6 DISTRIBUTION<br>7 PREPARE TO IMPLE<br>8 ACTUAL IMPLEMENT<br>9 EVALUATION | 1 DEVELOP PROG PLAN<br>2 ORGANIZE TASK FORCE<br>3 SURVEY EXIST RESOURCE<br>4 ESTAB BASELINE CHAR<br>5 PROGRAM DESIGN<br>6 DISTRIBUTION<br>7. PREPARE TO IMPLE.<br>8 ACTUAL IMPLEMENT<br>9 EVALUATION | 1 DEVELOP PROG PLAN<br>2 ORGANIZE TASK FORCE<br>3 SURVEY EXIST. RESOURCE<br>4 ESTAB BASELINE CHAR<br>5 PROGRAM DESIGN<br>6 DISTRIBUTION<br>7 PREPARE TO IMPLE<br>8 ACTUAL IMPLEMENT<br>9 EVALUATION | 1. DEVELOP PROG PLAN<br>2 ORGANIZE TASK FORCE<br>3 SURVEY EXIST. RESOURCE<br>4 ESTAB BASELINE CHAR<br>5 PROGRAM DESIGN<br>6 DISTRIBUTION<br>7 PREPARE TO IMPLE<br>8 ACTUAL IMPLEMENT<br>9 EVALUATION | 1. DEVELOP PROG. PLAN<br>2 ORGANIZE TASK FORCE<br>3 SURVEY EXIST RESOURCE<br>4 ESTAB BASELINE CHAR<br>5 PROGRAM DESIGN<br>6 DISTRIBUTION<br>7 PREPARE TO IMPLE<br>8 ACTUAL IMPLEMENT.<br>9 EVALUATION | 1 DEVELOP PROG PLAN<br>2 ORGANIZE TASK FORCE<br>3 SURVEY EXIST. RESOURCE<br>4 ESTAB BASELINE CHAR<br>5 PROGRAM DESIGN<br>6 DISTRIBUTION<br>7 PREPARE TO IMPLE<br>8 ACTUAL IMPLEMENT<br>9 EVALUATION |

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